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ABSTRACT

This course of study offers to seventh grade pupils themes which are designed to clarify the meaning and importance of the urban environment in which they live. The guide is about people in the cities and about the planning, growth, and problems of cities. Themes cover the Baltimore city area, urbanization in Maryland, urbanization in the United States, and urbanization in the world. The disciplines of history, economics, geography, political science, sociology, and anthropology are woven into the content and learning activities. Techniques of discovery and inquiry are recommended. Specific learning experiences provide opportunities for the use of skills in a functional manner. A selected bibliography on city, state, and federal relationships in government; a list of selected nonprint media on city, state, and federal relationships; and an annotated bibliography replace the use of a single textbook. Each of the four themes in introduced; has a list of objectives; and has schematically related content, understandings and generalizations, sample activities, and suggested skills. (Author/KSM)

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URBAN GROWTH: TODAY'S CHALLENGE

SEVENTH GRADE, SOCIAL STUDIES

BALTIMORE CITY PUBLIC SCHOOLS

1974

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URBAN GROWTH: TODAY'S CHALLENGE

SEVENTH GRADE, SOCIAL STUDIES

DIVISION OF INSTRUCTION
AND CURRICULUM MANAGEMENT

BALTIMORE CITY PUBLIC SCHOOLS
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BALTIMORE, MARYLAND 21213

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1974

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A Message from the Superintendent

One of the major objectives of education is to develop a student's understanding of his environment and his interaction with it. He must not only learn how the environment influences mankind, but also how people influence the environment. It is important that young people growing up in Baltimore develop realistic concepts and skills essential to a productive and self-fulfilling life in the city.

With this goal in mind, the members of the Commission on Revision of the Social Studies worked arduously to produce this unique and challenging Curriculum Guide for use in the junior high schools. However, the goal will be achieved only to the degree that teachers use their creative energies in translating these materials into meaningful learning experiences for students.

Content in this Curriculum Guide is interdisciplinary and ranges from a study of Baltimore City to comparative studies of other urban areas throughout this nation and the world. Problems of urbanization are presented realistically; however, many opportunities are provided for teachers to help students develop ideas and means for a variety of possible resolutions to both contemporary and futuristic problems.

All social studies teachers should utilize this educational tool to its fullest by marshalling all of their knowledge and skill in presenting a lucid picture of the people, the events, and the issues that relate to urban growth. Students must be helped to appreciate the challenge and to effect positive change in urban life.

Roland N. Patterson
Superintendent, Public Instruction

August 1973

Foreword

The materials contained in this Urban Studies Guide represent the culmination of the work of the former Commission on Revision of the Social Studies. These materials have been piloted in four secondary schools (Garrison Junior High, Francis Scott Key Elementary and Junior High, William H. Lemmel Junior High, and Benjamin Franklin Junior High) in order to determine their applicability and suitability for secondary students. The results of our piloting proved to be enormously successful in delineating areas of the Guide that required modification.

The revisions that are included herein represent the work this summer of two teachers: Mrs. Helen Campbell, teacher, Garrison Junior High School; and Mr. Ronald Thomas, head of the Social Studies Department, Greenspring Junior High School. This Guide has been enhanced and strengthened by their work.

The Guide focuses on the dynamics of urban living, urban problems and opportunities; growth and development of cities; suggested approaches to resolving critical urban problems; ecological and demographic factors; in-depth study of Baltimore; the relationship of Baltimore to other major metropolitan areas; the implications of megalopolis; and a host of other social and economic issues impinging on urban centers which should be most helpful.

The instructional episodes contained in this Guide should prove consequential to teachers in achieving excellence, excitement, and pertinence for all students. The essential thrust of our Urban Studies Guide is *now* and *future* oriented.

Samuel L. Banks
Former Director of the Commission on Revision of the Social Studies
Coordinator of Social Studies, K-12

April 1974

Introduction

Urban growth, the rise of the metropolitan area, and the phenomenon of megalopolis are some of the major concerns of society today in the United States and in many parts of the world. Urban areas in the United States are undergoing immense and complicated changes. Rural families are migrating to large cities while middle-class city residents are moving to suburban areas. The latter's place in the cities is being taken by the poor and ethnic minority groups. As those new to city life search for homes and work, city governments are forced to redesign and rebuild old neighborhoods.

Studies made by the Federal Housing Administration and the United States Bureau of Census reveal that growth and decline are characteristic of modern metropolitan areas today. The numbers of nonwhite families are increasing in the cities while at the same time white families are leaving the cities for suburban living at a faster rate than the former are moving in. This trend which is affecting the city of Baltimore is directly related to education, housing, employment, welfare, transportation, and other social and economic problems which are developing. The middle-class people whose taxes formerly provided much of the revenue for essential city services and who actively participated in neighborhood and community affairs are now lost to suburbia.

In each decade since 1870, the urban population in the United States has increased. By 1920, approximately one-half of the American people lived in cities and suburbs. By 1970, seventy percent of Americans lived in urban areas. Some demographers predict that by the year 2000, eighty-five percent will be urban dwellers.

Urban changes have encouraged a social revolution which is beginning to bring down barriers that long blocked equality of rights for all. These changes have also caused the nation to face up to the problem of eliminating the waste of both natural and human resources that despoils the urban environment.

This course of study offers seventh grade pupils themes which are designed to clarify in a way that is relevant to their lives the meaning and importance of the urban environment in which they live. Themes will be about the Baltimore City Metropolitan Area, Urbanization in Maryland, Urbanization in the United States, and Urbanization in the World. The disciplines of history, economics, geography, political science, sociology, and anthropology are woven into the content and suggested learning activities. Techniques of discovery and inquiry are recommended for conceptual learning. Specific learning experiences which provide opportunities for the use of skills in a functional manner are recommended.

Since this Guide is about people in the cities and about the planning, growth, and problems of cities, the nature of the course is such that no single textbook can be basic since the problems of urban growth change continually. Paperbacks, magazines, weekly and monthly periodicals, current events magazines for students, newspapers, pamphlets, films and filmstrips, audio-visual kits, and games may be used to provide a wealth of varied materials for pupils.

Materials and excerpts included in this Guide are clues to the kinds of materials which can be used in teaching this course. Teachers and pupils should be on the alert for current newspaper and magazine articles which deal with the subject matter being studied. Hardly a day passes that material on urbanism fails to appear in the newspapers and periodicals or on radio and television. Publishers and producers of nonreading media are currently putting on the market more materials that deal with urban living and problems because urban studies is a relatively new field for school study.

One of the most interesting aspects of urbanization is that it includes so many topics that can be investigated in the field. There are an extraordinary number of opportunities for use of the inquiry method to investigate patterns of the past, to suggest means of solving present urban problems, and to predict the future of urban areas.

One idea that should be kept in mind while using this course of study is that urban studies is not so much an established body of facts and generalizations as it is a field of inquiry. Many questions are asked that are not answered. It is hoped that this Guide will aid pupils to look more inquiringly at urban areas, to ask questions, and to ponder ways in which these questions might be answered through research or inquiry. Such a procedure will encourage the pupil to think for himself, seek solutions to problems, work with other students in a cooperative manner, and form his own opinions.

This is an ongoing course of study. Future efforts will be made to develop additional guidelines, for no curriculum bulletin is ever final. Feedback reports from the community, pupils, teachers, and supervisors will be appreciated.

Objectives

1. To develop an understanding of the impact that urban centers have on all citizens today
2. To analyze the rapid rate of urbanization in the modern world
3. To study in depth the Baltimore City Metropolitan Area
4. To understand the influence of geographical factors in Maryland and their relationship to the growth of metropolitan areas in the state
5. To look realistically at the future of the Baltimore area and study what can be done to promote its growth
6. To investigate and compare the planning of desirable urban communities in many areas
7. To gather data on the natural and human forces which have played significant roles in the development of urban centers
8. To develop an understanding of the interrelationships of natural and human forces in the process of urbanization
9. To understand that our cities have become the gigantic complexes that they are today because of their attempts to respond to people's needs
10. To recognize that similar problems are found in all metropolitan areas to a larger or lesser degree, regardless of ideological and governmental differences
11. To investigate the causes and characteristics of many urban problems
12. To understand the dynamics of urban growth and learn how they relate to problems of a changing society
13. To appreciate the need for urban planning in order to meet the challenges of city living today and in the future
14. To emphasize the special role government plays at all levels (local, state, national) in urban affairs
15. To understand that the cities are the focal points of man's economic, political, and cultural activities
16. To use the tools and methods of social science in formulating generalizations concerning urban life
17. To broaden and deepen the conceptional image of an urban community by the case study method
18. To promote active participation in neighborhood and community projects concerned with urban redevelopment
19. To recognize the need to resolve a basic American dilemma—the conflict between private values and public values in meeting the challenges of an urban society

Scope and Sequence

Theme I: *How is the Baltimore Metropolitan Area meeting the challenge of urban growth in America?*

A. Why is membership in many communities important in our lives?
B. How do many neighborhoods form a city?
C. Why is the community of Baltimore an interesting one in which to live?
D. How is Baltimore located in relation to other communities?
E. How has the Baltimore Metropolitan Area grown and developed from its beginnings?
F. Who are the people of Baltimore?
G. How do the people of Baltimore make their living?
H. What are some of the problems facing the people of Baltimore?
I. How is Baltimore planning for the future?

Suggested Time Allotment—Four Months

Theme II: *How has urbanization in the state of Maryland been influenced by geographical features, economic development, and urban planning?*

A. What is the relationship between geography and the boundaries of Maryland?
B. How have history, geography, and economics influenced the growth and development of urban areas in Maryland?
C. How is Maryland attempting to solve the dilemma of future urban growth?

Suggested Time Allotment—Two Months

Theme III: *How do the characteristics, patterns, and problems of urban areas in the United States compare?*

A. How are the characteristics of metropolitan areas similar?
B. How have many factors combined to influence the location and growth of American cities?
C. What kind of metropolitan area is New York City?

Suggested Time Allotment—Two Months

Theme IV: *What are the characteristics of urban areas throughout the world?*

A. What factors have contributed to the rise of urban areas throughout the world?
B. How have certain cities been affected by site and situational factors?
C. What is the relationship of certain cities to the hinterland?
D. What are some of the problems facing urban areas in the world today?

Suggested Time Allotment—Two Months

THEME I

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THEME I: HOW IS THE BALTIMORE METROPOLITAN AREA MEETING THE CHALLENGE OF URBAN GROWTH IN AMERICA?

Introduction

The first theme is a case study of the Baltimore City Metropolitan Area and, as such, gives direction to an approach to the study of life in an urban center of the United States today. It serves to highlight the interrelationships between Baltimore City and its environs at the same time that it offers opportunities for treatment of the historical and political development of the metropolitan area.

Baltimore today is a city emerging from its past toward what is hoped will be one of the nation's strong and vital urban centers in the decades ahead. Many attempts are being made to improve public education. All the principal housing functions are now supervised by the Department of Housing and Community Development. Baltimore's Model Cities Program has rebuilt slums, provided fuller services, and stimulated community participation. Greater recreation and leisure time activities are being sponsored. A multimillion dollar modernization of the city's water supply and sewerage treatment systems in the fight against pollution has begun.

Baltimore has started on its way toward solving the urban problems that exist in its midst. The city is making a supreme effort to meet the growing needs of modern government as well as to solve the critical social and economic problems of our times. This is not to say, however, that Baltimore City is without serious, stubborn problems. It is saying that the city is on the move in acting to solve them and will do so with increased help from both state and federal levels.

As structured, this unit will provide the student with the basic understandings of city life and the suburban movement as well as the socio-economic and geographical implications of the Baltimore City Metropolitan Area. The pupils will learn about the factors influencing the location, structure, growth, history, size, and spacing of their local urban community.

It is hoped that a pupil who studies his own city and its metropolitan area can become a part of an involved citizenry that is more likely to get what it needs, deserves, and wants.

Objectives

1. Each student should be able to locate Baltimore on many types of maps and globes.
2. Each student should be able to describe simply the historical development of Baltimore.
3. Each student should be able to list the key factors which led to the industrial growth of Baltimore.
4. Each student should be able to use and interpret maps, charts, tables, graphs, newspapers, magazine articles, and other kinds of statistical materials and periodicals related to the urban study of Baltimore.
5. Each student should be able to explain Baltimore's relationships with its environs of counties, towns, and smaller cities.
6. Each student should be better able to respect differences among the many racial, religious, and ethnic groups of the city.
7. Each student should be able to describe the neighborhood of the city in which he lives.
8. Each student should be able to list and explain the causes and the nature of the critical problems of the Baltimore Metropolitan Area.
9. Each student should be able to describe the efforts being made to solve these problems.
10. Each student should be able to identify the achievements of some outstanding Baltimoreans.
11. Each student should be able to list many of the departments, agencies, organizations, and companies which serve the citizens of Baltimore.
12. Each student should be able to recognize the flag, the seal, and the song of Baltimore.
13. Each student should be able to describe some of the city's efforts in the urban planning.

UNDERSTANDINGS AND GENERALIZATIONS	CONTENT
Man needs interaction with other people as well as independence of action. Each person plays an important role in his community.	A. Why is membership in many communities important in our lives? 1. How do we depend on others in a community and how do they depend on us? a. Food b. Shelter c. Clothing d. Protection e. Health care
Community living is basic to mankind. Communities are different.	2. How are we a part of many communities? a. Neighborhood b. City c. State d. Nation e. World f. Universe
Every member of a community has rights as well as responsibilities.	3. How is a neighborhood an example of a community? a. People living, working, and playing together b. Dependence upon one another c. Responsibilities of each person to the community

SAMPLE ACTIVITIES	SUGGESTED SKILLS
Discussion. Suppose that you were suddenly transported to a deserted island with none of the modern conveniences to which you are accustomed. Discuss: –What would you need to stay alive on this island? –How would you get your food? –How would you provide shelter for yourself? –How would you provide for the other necessities of life? –How would you communicate with the outside world? –How would you provide for decision making on the island? –What would you miss most from your life as it is today? –Would you like to live in this type of an environment? –How is our life different from that which we have been describing?	Identifying difficulties and problems Placing ideas in order Separating related from unrelated ideas Seeing cause and effect relationships Suggesting solutions
Drawings. Illustrate, through drawings, life in this environment.	Illustrating ideas
Discussion. Make lists of ways in which we depend on others in our family, our neighborhood, and our city.	Summarizing Listing
Drawings. Make line drawings to illustrate this interdependence among community members.	Constructing diagrams Illustrating ideas
Discussion. List as many communities as you can of which you are a member.	Summarizing Listing
Discussion. What makes a neighborhood an example of a community?	Developing critical thinking
Vocabulary Development. Develop with the class definitions of *interdependence* and *community* using the above activities as guides in the selection of important points to include in the definitions.	Developing vocabulary Using technical terms
Map Study. List the neighborhoods served by your school. Locate these on a map of Baltimore.	Interpreting maps
Community Projects. This portion of the theme provides excellent opportunities for neighborhood field study by students. Among the projects that might be attempted are:	
–Make a sketch or drawing of your block. Be sure to include and label all of the important places.	Learning to make map plans
–Write a TV or radio commercial for your neighborhood. In it, try to encourage people to live or work in your area. Be ready to perform the commercial for the class.	Arranging and interpreting information Keeping to the point

THEME I: HOW IS THE BALTIMORE METROPOLITAN AREA MEETING THE CHALLENGE OF URBAN GROWTH IN AMERICA?

UNDERSTANDINGS AND GENERALIZATIONS	CONTENT

SAMPLE ACTIVITIES	SUGGESTED SKILLS
–Make a display of products found or made in your neighborhood. Identify what each product is, what company makes or sells it, and why you think it is important to your neighborhood.	Gathering material Arranging and organizing displays
–Arrange for a guest speaker to come to class and talk about your neighborhood. It could be a parent or a community leader. Ask him to describe the neighborhood and what he thinks could be done to make it a better place in which to live.	Inviting people Asking questions Listening intently
–Write a poem of at least fifteen lines entitled "The Perfect Neighborhood." After completing the poem, write a few paragraphs in which you tell how your neighborhood measures up to the perfect neighborhood.	Writing creatively
–Use a camera and take pictures of important places and people in your neighborhood. From these pictures make a collage.	
–Write a play on daily life in your neighborhood. Be prepared to perform the play for the class.	Planning and contributing ideas Listening Developing a questionnaire
–Make a survey of at least twenty people living in your neighborhood to find out what they think of the area. Ask them these questions: (1) What is your age, sex, and occupation? (2) What do you like about your neighborhood? (3) What do you dislike about it? (4) What do you think could be done to make your neighborhood a better place in which to live? List all of the responses and summarize them in a paragraph or two.	Interviewing Differentiating fact from opinion Summarizing Telling main ideas
–Put together a newspaper on news and important events going on in your neighborhood.	Using a newspaper Using pictures and clippings
–Make a newspaper file on articles from daily or weekly neighborhood papers concerning your neighborhood.	
–Interview some of the older residents of your section of the city. Try to find out about the history of your neighborhood. How did it start? What were some of the important events in its history?	Interviewing
–Write a poem or story describing the mood or personality of your neighborhood. These may be assembled into booklets entitled "How I See My Neighborhood" or in a classroom exhibit entitled "The Way We See Our Neighborhoods."	Illustrating ideas Creative writing
Field Trip. Take a walk around the neighborhood of your school. Develop a check list of things to look for in the walk: (1) types of homes, (2) businesses, (3) centers of recreation, (4) city services available, and (5) problems. Follow up through class discussion.	Observing for a specific purpose Following directions Recounting experiences

UNDERSTANDINGS AND GENERALIZATIONS	CONTENT
A city is one kind of local community with distinctive characteristics.	B. How do many neighborhoods form a city? 1. What makes up a city? a. Different kinds of people b. Many buildings c. Varied industries d. Many neighborhoods combined e. A unit of government f. Definite geographical boundaries g. Population of 25,00 people or more 2. How do the parts of a city fit together to form one metropolitan area? a. Central city b. Suburbs c. Rural areas
Each metropolitan area has its own distinctive personality.	C. Why is the community of Baltimore an interesting one in which to live? 1. People (variety of ethnic groups) 2. Historical sites 3. Many places of recreation 4. Variety of job opportunities 5. Climate 6. Many types of homes

SAMPLE ACTIVITIES	SUGGESTED SKILLS
Audio-Visual Lesson. View the filmstrip *What Is a City*, part of the series "Our Working World: Cities" produced by Science Research Associates. List the various elements of a city mentioned in this filmstrip.	Listening intently Listing
Creative Writing. Write a song or poem of your own called "What Makes Up a City," or form a picture collage expressing this thought.	Illustrating ideas
Directed Reading. Use one of the following: –Dicker, *Urban America*, pp. 2-7. –O'Conner, *Exploring the Urban World*, pp. 2-7. –Goldberg, *Challenges in Our Changing Urban Society*, pp. 120-121.	Reading for information Recognizing main ideas
Discussion. (1) Review the definition of a community. (2) How is a city an example of a community?	Building vocabulary
Picture Study. Gather a series of pictures showing many urban, rural, and suburban scenes. What do they have in common and how are they different? How could they be categorized into groups? After categorizing, develop definitions of *urban, suburban*, and *rural* from these pictures.	Classifying Establishing a type of geographic region Using technical terms
Drawings. Draw diagrams of a fictional city. Label the following parts: central city, suburbs, rural areas, metropolitan areas.	Illustrating ideas
Vocabulary Development. What are some other names for the central city?	Building vocabulary
Research. Use the latest census information available in the school or public library to answer these questions: (1) How many people live in America? (2) How many live in urban areas? (3) How many live in the suburbs and on farms or in rural towns? (4) What parts of the United States have the largest population? (5) Which parts are growing the fastest?	Locating and using reference sources Interpreting materials from charts and graphs Summarizing
Debate. *Resolved:* It would have been better if the United States had remained a rural nation without any large cities.	Keeping to the point Listening intently Telling main ideas
Introductory Activities. One interesting way to introduce the study of Baltimore is through its symbols: (1) Get pictures of the flag and the seal of Baltimore. Have students describe them. In what ways are they alike? What do the symbols on the flag mean? (2) Play a recording on tape of our municipal anthem "Baltimore, Our Baltimore." Who are some of the people referred to in this song? What can we learn about Baltimore by listening carefully to the words? The Music Department may be of help in securing this record.	Interpreting pictures Interpreting poems and songs Listening carefully

UNDERSTANDINGS AND GENERALIZATIONS	CONTENT
Baltimore is not isolated; it is a part of many other important communities. There are many ways to express one's location physically.	D. How is Baltimore located in relation to other communities? 1. In the Baltimore Metropolitan Area 2. In the State of Maryland NOTE: Many cartographic skills may be developed at this point in the theme. Teachers should diagnose the needs of their students in this area and work on the needed skills using the

SAMPLE ACTIVITIES	SUGGESTED SKILLS
Picture Study. Gather pictures or show slides of interesting historic and touristic attractions in Baltimore. Some places to be sure to include are the following: Mt. Vernon Place Shot Tower U.S. Frigate *Constellation*, Pier I, Pratt St. Lexington Market Peabody Institute Mt. Clare Railroad Station and Transportation Museum Flag House Walters Art Gallery Federal Hill Park Fort McHenry Enoch Pratt Free Library Monuments Christopher Columbus — Robert E. Lee Marquis de Lafayette — Ulysses S. Grant Francis Scott Key — Battle Monument Casimir Pulaski — Wells-McComas George Washington — Frederick Douglass	Interpreting pictures
Find out how much students know about these places. Check with Baltimore Forward Thrust for further information. Students who have visited these areas might describe what they saw. Some students could bring to class pamphlets or folders obtained on one of these visits. What are some other places students feel are important to our city?	Recounting personal experiences
Developing Questions for Study. Formulate questions for study in this theme by finding out what the students would like to learn about Baltimore. Obtain from the students suggested resources that they could use to find out this information. Incorporate these suggestions into the planning of this unit.	Asking relevant questions Identifying reference materials
Research. Use information from the United States Census to find the definition and delimitation of the Standard Metropolitan Statistical Area (SMSA). What counties surrounding Baltimore are included? What guidelines does the Census Bureau use to determine this area? Information on the 1970 Census may be obtained by contacting either the Johns Hopkins Center for Urban Affairs, 615 N. Wolfe St., Baltimore, Md. 21205, or the Baltimore City Department of Planning, 222 East Saratoga St., Baltimore, Md. 21202.	Locating materials for independent research

UNDERSTANDINGS AND GENERALIZATIONS	CONTENT
	study of Baltimore as a focus. Care should be taken, however, to avoid spending an excessive amount of time on mapping and other cartographic skills not needed at this time since opportunity will be given for development of these kinds of skills later in the year.
In order for an area to be considered a megalopolis, it must be an area of large cities and dense population in which the dominant activity is manufacturing. The megalopolis of the Eastern Seaboard is the largest, wealthiest, and most productive urbanized region on earth.	3. In the megalopolis of the Eastern Seaboard
	4. In the eastern time zone

SAMPLE ACTIVITIES	SUGGESTED SKILLS
Map Making. Draw the counties located in the Baltimore Metropolitan Area on desk maps, and have students locate them on wall maps of various types (physical, political, population, etc.).	Locating places on maps and globes
Map Study. Using maps of metropolitan areas, population density, and economic activities in the United States found in standard geography textbooks, develop a definition of *megalopolis.* Where would the northeastern and southeastern ends of the megalopolis be today? Sketch it on desk maps. List cities included in the East Coast megalopolis on the back of the map along with the population of each city available from an Almanac or other reference sources.	Using various kinds of maps to derive useful conclusions Using map symbols Constructing maps Using a world almanac
Film. *Megalopolis: Cradle of the Future* (Sd–1275.2). If the vocabulary level of this film is too difficult, it may be worthwhile to show the film without sound and ask the class to describe what they see. The answers will be the characteristics of a megalopolis.	Listening intently Interpreting pictures
Discussion. How is a megalopolis different from a large city? In what ways are rural-type areas in a megalopolis different from other rural-type areas?	Using technical terms Keeping to the point Presenting conflicting views and statements Learning how to disagree Listening
Debate. *Resolved:* The development of the megalopolis will be a benefit to mankind. Be sure to include a discussion of the effect of life in a megalopolis on ecology, health, social problems, transportation, planning, services, and government.	Observing and drawing conclusions from maps
Map Study. Using wall or textbook maps, try to select groups of cities in the United States which you think will join to form megalopolises in the future. Why did you select these cities? Source: Zarcone, *Our Cities–Our Pride and Our Problem*, p. 60.	
Directed Reading. –Dicker, *Urban America*, pp. 3-5. –Goldberg, *Challenges in Our Changing Urban Society*, pp. 123-124. –O'Connor, *Exploring the Urban World*, pp. 8-14.	Locating main ideas Reading for specific information

UNDERSTANDINGS AND GENERALIZATIONS	CONTENT
Any place in the world may be located by means of many systems.	5. In a country called the United States of America 6. On the continent of North America 7. In the Northern and Western Hemispheres

SAMPLE ACTIVITIES	SUGGESTED SKILLS
Discussion. What is your favorite television show? What time does it come on TV? If you were writing to a friend in California about the show, at what time would you tell them to view it? Why would the time be different? Compute mathematically or from a time zone chart.	Converting degrees of longitude into time Using maps and charts
Research. Find out about the origin of Daylight Saving Time. Why was it started? What areas in Maryland use it? What are the advantages and disadvantages of its use? Use a reference source from the library and present your report to the class.	Using reference materials Organizing information Preparing oral or written reports
Map Making. Make a map showing the continents and oceans of the world. Find both the air and water distances from Baltimore to a central point on each continent. Discuss how using the Great Circle Route cuts traveling distances to many continents.	Locating places on maps Constructing maps
Demonstration. Illustrate the Great Circle Route by using a string marked off in inches to stretch between Baltimore and London on a globe. What would be the shortest route? Measure the same distance on a map. Which is shorter? Why?	Tracing routes on maps
Experiment. Find the location of directions in the classroom either by using a compass or by determining north by observing the shadow cast on the floor by some vertical object directly at noon (sun time).	Using the tools of geography—compass Learning names of directions on maps and globes
Game. Devise a game in which the students walk toward the direction in the room called out by the teacher or leader. Give points for the most correct moves.	Following directions
Discussion. Discuss the difference between up and down and north and south. Show the difference on globes and maps. Discuss the origin of the terms *meridian* and *parallel.* Why was the Prime Meridian drawn through Greenwich, England?	Using the tools of geography—compass Locating places on maps Constructing maps Using a world almanac
Demonstration. Compare the shape of the earth to an orange or rubber ball. Make cuts across to show lines of latitude and cuts lengthwise to show meridians. Assume the first cuts to be the Equator and the Prime Meridian. Show the hemispheres. In what hemispheres is Baltimore located? Try to flatten the orange peel. Can it be done without cutting or stretching it? What does this tell us about the making of maps?	Tracing routes on maps Illustrating ideas

UNDERSTANDINGS AND GENERALIZATIONS	CONTENT
The earth is a sphere–globalism.	8. On the earth 9. In the universe
Historical events may have consequences in times and places other than their own. Cities fulfilled the needs of early settlers. Growth of cities resulted in changes.	E. How has the Baltimore Metropolitan Area grown and developed from its beginnings? 1. How did Baltimore develop before its incorporation as a city?

SAMPLE ACTIVITIES	SUGGESTED SKILLS
Discussion. The first survey of Baltimore Town was made in 1729; the first three streets were Charles, Calvert, and Baltimore Streets. The land was surveyed with a magnetic compass not connected to the true north so that most downtown streets run at a slight angle to true cardinal directions. What are the cardinal directions? How does a magnetic compass work? Why would the streets not run in true cardinal directions if a magnetic compass is used?	Converting degrees of longitude into time Using maps and charts
Directed Reading. Hackler, *How Maps and Globes Help Us*, pp. 11-12; 25-2[illegible].	Reading for specific information
Discussion. From your own personal eyewitness experience, what is the shape of the earth? What did you use to make this judgement? What evidence other than our own senses do we have on which to base such a decision? From this new evidence, how accurate was your original view? Use photographs of the earth taken by men in space as visual aids.	Evaluating types of evidence Differentiating fact from opinion Using aerial photographs to make generalizations
Research. Read about the process of making a map. What are the steps involved? Draw diagrams to illustrate your points. One source: *The Story of Maps* (New York: Public Relations Dept., Esso Standard Oil Co., 1956).	Gathering information Taking notes Illustrating ideas
Map Making. Draw maps of the following: (1) Students' desk. Draw the same desk with different scales of 1" = ¼"; 1" = ½"; 1' = 1" for example. (2) The classroom. Use symbols for various objects in the room. Devise a convenient scale. Be sure all parts of a map are included: scale, direction, legend, and a title. (3) The backyard or part of the neighborhood. Include all local landmarks, street names, etc. Students should progress from drawing simpler to more complicated maps.	Constructing maps Working with scales on maps Deriving conclusions through comparing data secured from different maps Becoming familiar with map symbols
Chart Making. Make a chart showing the advantages of both maps and globes.	Organizing information
Demonstration. Show on a globe the difference between the rotation and the revolution of the earth.	Building vocabulary Drawing logical conclusions from globes
Directed Reading. Hackler, *How Maps and Globes Help Us*, pp. 6-10.	Reading for specific information
Map Study. Locate the original area of Baltimore on a modern map. What neighborhoods of today did this area cover?	Interpreting map symbols
Directed Reading. Deussen, *Exploring Baltimore*, pp. 12-17.	Reading for specific information

UNDERSTANDINGS AND GENERALIZATIONS	CONTENT
	a. Early settlers b. Establishment of Baltimore Town–1729 c. Uniting with Jones Town–1745 d. Annexing of Fells Point–1774 e. Incorporation as a city–1797
Each city has its own distinctive physical characteristics. Increases in population have changed cities in size, form, and way of life.	2. How did Baltimore expand geographically? a. What changes were made in Baltimore's physical structure? (1) Boundaries extended in 1816, 1888, and 1918 (2) City now about 92 square miles; its shape is that of a rectangle with its left edge sliced away (3) Development of main arteries or streets

SAMPLE ACTIVITIES	SUGGESTED SKILLS
Field Trip. A Fells Point Festival is now held every year. Why is it held? How does it benefit the city? Students who attend might describe the activities which are a part of the festival.	Observing and analyzing actions of others Recounting experiences
Discussion. Captain John Smith is reputed to have exclaimed when he arrived in the Baltimore area: "Heaven and earth seemed never to have agreed better to frame a place for man's commodious and delightful habitation." Do you agree? Why or why not?	Summarizing Analyzing statements of others
Discussion. It has been said that in the first years of its existence, Baltimore was hardly to be distinguished from other little ports on the Chesapeake Bay. Was this so? Why or why not?	Developing critical thinking
Research and Make a Report. One interesting way to study the history of an area is through the use of biographies. Individual students might be assigned to select one early settler or leader who is important in the study of early Baltimore or a Baltimorean who had a part in building the American nation. The students could then check several references and try to find out about his or her life, work, and contribution to our city or nation. Among those that could be studied at this point are: the Calvert Family, John Smith, David Jones, Charles Carroll, Benjamin Banneker, Samuel Chase, Edward Fell, Andrew Ellicott, Daniel Coker, Sarah Allen, Rev. John Carroll.	Locating books related to subject Taking notes Selecting facts and ideas Telling main ideas Listening intently
Research. (1) Study about the *Maryland Toleration Act*, 1649, to find out what restrictions were placed on people who were not Christians. (2) Look up *An Act for the Relief of Jews in Maryland*, 1826, which provided political privileges for Jews.	Recognizing and defining problems and issues of the past Using primary and secondary source materials
Map Study. On an individual outline map of Baltimore, show its growth by colors for the years 1729, 1745, 1816, 1888, and 1918. Source: Deussen, *Exploring Baltimore*, pp. 28-30.	Devising symbols for maps
On a modern street map of Baltimore, locate the city's main arteries. Students may secure street maps of Baltimore at local service stations, or it may be possible to get enough from one source for the entire class to use. Prepare a study guide for the use of this map. Emphasize streets in the local neighborhood of the school.	Interpreting road and street maps Gathering information
Trip. Ask your parents to take you for a drive along the length of one of these main arteries. Take notes and be prepared to describe it in class.	Observing carefully Taking notes

UNDERSTANDINGS AND GENERALIZATIONS	CONTENT
Many factors, both physical and cultural, combined to influence the location and growth of a modern American city. Cities originally grew and prospered in relation to their nearness to rivers or other bodies of water.	b. How did the following factors influence the growth and development of the Baltimore Metropolitan Area? (1) How did topography play an important part in Baltimore's expansion? (a) The Fall Line (b) Land characteristics of both the Atlantic Coastal Plain and the Piedmont Plateau (c) Appalachian Mountains nearby (d) Chesapeake Bay (e) Patapsco River

THEME I: HOW IS THE BALTIMORE METROPOLITAN AREA MEETING THE CHALLENGE OF URBAN GROWTH IN AMERICA?

SAMPLE ACTIVITIES	SUGGESTED SKILLS
Discussion. (1) How often do main streets change their names? Why are they sometimes not completely continuous in length? (2) With how many of these streets are you familiar? (3) Tell about one of the streets in detail: its name, history, homes, businesses, appearance, and importance.	Making associations Recounting personal experiences Observing carefully
Research. (1) Describe radial, circular, parallel, and diagonal street patterns. Name others. (2) Why are street patterns the way they are? (3) What are the advantages and disadvantages of each pattern?	Interpreting street maps Classifying similar geographic facts
Directed Reading. The story of Ellicott's Mills illustrates how some of the neighboring towns were brought into Baltimore's orbit. Andrew, John, and Joseph Ellicott immigrated from Bucks County, Pennsylvania, about 1772 and established a sizable flour mill on the Patapsco River. Why did this type of activity become a trend in the growth of Baltimore? See Wilbur Hunter, Jr., *A Historical Survey of Metropolitan Baltimore.*	Reading for specific information Classifying similar geographic facts
Picture Study. Collect pictures showing various types of landforms such as flat land, hilly land, land near a body of water, etc. Which of these would be good places to start cities? Why? Pictures should be available in picture files of the school library.	Recognizing appropriate pictures Interpreting pictures Seeing cause and effect relationships
Map Study. Secure maps or pictures showing the plan of early Baltimore. What natural advantages do you see? How would each of these be helpful to the growth of a city?	Using picture and clipping files
–All of the following were thriving areas at some point in their history–Joppa, St. Mary's City, Kent Island, Ellicott's Mills (city), and Baltimore. Show these by dots on a physical map of Maryland. What factors which you can observe on the map do you think were responsible for the fact that only one of these is a thriving metropolitan area today?	Interpreting maps
–Obtain topographic maps of Baltimore at a scale of 1.24,000 from the U.S. Geological Service, Washington, D.C. 20242 (50 cents each) showing physical features and natural land and water access routes. Compare this map with an early map of the area. Where was the original site? What natural advantages existed on the original site? How have site factors changed throughout the years?	Seeing cause and effect relationships Using various kinds of maps Interpreting topographic features
Directed Reading. Deussen, *Exploring Baltimore,* pp. 17-19.	Reading for specific information

UNDERSTANDINGS AND GENERALIZATIONS	CONTENT
Availability of transportation became an important factor in early urban areas. New technology of the Industrial Revolution stimulated the growth of cities.	(2) How did access to transportation help Baltimore to expand and develop? (a) Early clipper ships, canals, steamboats (b) Turnpikes, roads, railroads, automobiles

SAMPLE ACTIVITIES	SUGGESTED SKILLS
Drawings. Draw diagrams illustrating the parts of a river: mouth, source, tributaries, delta, etc. Show on a map as many of these as possible in regard to the Patapsco River or the Potomac River.	Illustrating ideas
Discussion. How was the fact that Baltimore had a deep harbor with a narrow entrance a vital factor in the initial growth of Baltimore? Draw diagrams to illustrate this point in comparison with other cities.	Seeing cause and effect relationships
Current Events. In the year 1747, only seven seagoing vessels sailed from Baltimore. Get a copy of the Baltimore *Sunpapers* of this week; find the section at the back entitled "Shipping in Port of Baltimore." Report on the number of ships arriving and departing and on their cargoes.	Using newspapers
Using the Library to Find Out More. The value of Maryland's exports rose from $2,239,691 in 1791 to $14,298,984 in 1807. What was the magnitude of this change? Why do you think this happened? What events occurred in this time period to produce this change? Since events all over the world affect the port of Baltimore, be sure to consult both American history and world history textbooks.	Interpreting statistical information Locating books related to a subject Developing critical thinking about events and dates
Discussion. Explain this sentence: The growth of the city and the port were simultaneous.	
Making a Model. Make a model of a flat or packet boat that might have been used on the C&O Canal. Sources: Picture packet *Transportation* or film *Canals: Towpaths West* (Sd–1058.2).	Following directions Illustrating ideas Using picture files
Map Making. Show the routes of some of the early turnpikes on desk maps. See Beta Kaessmann and Harold R. Manakee, *My Maryland* (Boston: Ginn and Co., 1934) p. 243. Compare them with modern maps of Baltimore and Maryland. What highways follow these routes today? Locate some of the tavern stops on the turnpikes which are familiar places today: Towson, Govans, Pikesville, Reisterstown, and Catonsville.	Tracing routes Interpreting road maps
Map Study. Show Rolling Road on a road map. How did it get its name? Consult *The Story of Roads* (New York: Educational Division, Esso Standard Oil Co., 1957).	Tracing routes
Reports. Report on the history of the B&O Railroad by studying some of its early leaders. Many sources are available in the Maryland Room of the central branch of the Enoch Pratt Free Library. A good short history of the	Placing events in sequence Locating books related to a subject Describing important people and events

UNDERSTANDINGS AND GENERALIZATIONS	CONTENT

SAMPLE ACTIVITIES	SUGGESTED SKILLS
railroad is in the guide booklet available from the B&O Transportation Museum. Find out about the life and work of Peter Cooper. How was his life a mixture of many personal successes and failures?	Preparing oral and written reports
Discussion. List as many materials as you can that the railroad needed for its use. Examples: Materials for track, bridges, rolling stock. How did these needs stimulate new inventions? How did these inventions help the growth of the Baltimore area?	Making lists Developing critical thinking
Field Trips. Visit the B&O Transportation Museum in Baltimore. There is no admission charge. It is open 10 a.m.–4 p.m., Tuesday through Saturday. Visit the Baltimore Streetcar Museum and report back to the class. There is no admission charge; open Sundays only, 12 noon–4 p.m.	Following directions Listening Observing for a specific purpose
Discussion. In laying the cornerstone for the B&O Railroad, the last surviving signer of the Declaration of Independence, Charles Carroll of Carrollton, said, "I consider this among the most important acts of my life, second only to my signing of the Declaration of Independence, if even second to that." Comment on this statement. Would you agree? What were the short and long term effects of the railroad in the development and growth of Baltimore? Source: Silverman, *Baltimore, City of Promise*, p. 22.	Evaluating a person's statement Recognizing inferences
Map Making. Trace on outline maps of the United States the routes of early western trade in America. –Philadelphia–By way of Pittsburgh and the Ohio River –New York–Through the Hudson-Mohawk Valley and later the Erie Canal –Baltimore–Roads to Cumberland and National Road to Ohio River How do these routes show the rivalry of these cities for control of trade in the frontier areas? What city had the location and transportation advantages according to this map? Why?	Tracing routes on maps Interpreting maps
Directed Reading. –Deussen, *Exploring Baltimore*, pp. 19-24. –Blood, *Geography of Maryland*, pp. 57-59. –Dicker, *Urban America*, pp. 16-23. –O'Connor, *Exploring the Urban World*, pp. 72-81.	Reading for information Summarizing

UNDERSTANDINGS AND GENERALIZATIONS	CONTENT
Although it was once a prime factor, climate today is assuming a less important role in the location of cities.	(3) How has climate influenced Baltimore's growth?

SAMPLE ACTIVITIES	SUGGESTED SKILLS
Population Studies. The population of Baltimore rocketed from about 7,500 in 1783 to 63,000 in 1820. Baltimore was then ranked as the third largest city in the United States behind only Philadelphia and New York. By the time of the Civil War, the city had 212,000 people. Summarize the events that lead to this growth.	Interpreting statistics Seeing cause and effect relationships
Making a Graph. Prepare a climate chart on Baltimore's weather using the following information from the U.S. Weather Bureau:	Interpreting tables Preparing graphs and charts

Mean Temperatures and Rainfall (1931-1960)

	Temperature	*Rainfall*
January	37.37°	3.4"
February	37.8°	2.9"
March	44.7°	3.9"
April	55.7°	3.7"
May	66.1°	4.1"
June	74.7°	3.9"
July	79.1°	4.3"
August	77.3°	4.6"
September	70.6°	3.6"
October	60.0°	3.2"
November	44.8°	3.1"
December	39.0°	3.1"

SAMPLE ACTIVITIES	SUGGESTED SKILLS
For models of how to make a climate chart, see Robert M. Glendinning, *Eurasia, Africa, and Australia* (Boston: Ginn and Co., 1966).	Following directions
Find Out More. Gather statistics similar to the above for other places in Maryland that are (1) at approximately the same latitude; (2) at the same elevation; (3) nearer to the Atlantic Coast; (4) in the mountains; (5) farther north or south. What influence does each of these factors play in the weather of the area? Source: Write to the Superintendent of Documents, Washington, D.C. 20402. Ask for *Climatological Data–Maryland and Delaware, Annual Summary.*	Interpreting weather maps Interpreting graphs and tables Writing governmental agencies for information
Discussion. Since the U.S. Weather Bureau was not founded until 1870 and no standardized records were kept before that time, we can only assume that weather conditions at the time of the founding of Baltimore were approximately the same as today. List five favorable things about the weather in	Making lists Recognizing cause and effect Developing critical thinking about time and climate

UNDERSTANDINGS AND GENERALIZATIONS	CONTENT
	(4) How did location in or near centers of agriculture, manufacturing, commerce, and banking aid the development of the Baltimore area?
Man's communities are always in a state of change. Historical events may have consequences in times and places other than their own. Because of Baltimore's role in the War of 1812, it became the Birthplace of the National Anthem.	(5) How did historical events affect the growth and development of Baltimore? (a) The British attack on Baltimore in 1814

SAMPLE ACTIVITIES	SUGGESTED SKILLS
Baltimore and five unfavorable things. How would each of these have affected life in Baltimore? –There is an old saying. "If you don't like the weather in Baltimore, wait a minute, it will change." Even though it might be an exaggeration, is there some element of truth in this saying? Do you agree? –Is climate as important to an area's development as it once was? Why or why not?	
Map Study. Using a United States geography textbook as a source, locate the industrial and farming centers of the Midwest. Compute by map scale the distances between these centers and the major Atlantic coast ports–New York, Philadelphia, Atlanta, Boston, and Baltimore. How do these distances compare?	Interpreting maps Using map scale
Investigation. Trace an agricultural or mining product to the time when it is consumed. Draw diagrams on the board to show the sequence of activities and all of the people who are involved in its production or processing.	Tracing routes
Map Making. Plot on a world map the sea routes between major east coast ports of the United States and selected major ports of South America, Eurasia, and Africa. Use the map scale or a table showing distances to compare the distances between these ports. Does Baltimore have an advantage over other ports? Why or why not? When computing routes, be sure to use the Great Circle Route if appropriate.	Making maps Tracing routes Using scale of miles on maps and globes
Summary Filmstrip. View the filmstrips *Why a City Is Where It Is* and *Why a City Grows* both part of the multi-media kit *Our Working World: Cities*. Relate the main ideas of these filmstrips to the Baltimore Metropolitan Area.	Summarizing Making associations of similar geographic facts
Discussion. How do the factors which influenced Baltimore's development relate to one another? Which ones applied to the early growth of Baltimore but are not as important today? What factors have developed or grown in importance throughout the years? Classify the factors as physical or cultural in origin. How could future scientific and technological developments increase or decrease the importance of one or more of these factors or introduce new forces altogether?	Classifying geographic facts Grouping related ideas Summarizing Developing critical thinking Seeing cause and effect relationships
Field Trip. Plan a class visit to the Flag House, Fort McHenry, or the Maryland Historical Society. Take notes on Baltimore's role in the War of 1812. If a class trip is not possible, one or two students may make the trip and report back to the class.	Observing Asking questions Telling main ideas

UNDERSTANDINGS AND GENERALIZATIONS	CONTENT
Technological change alters the form of man's communities. Following the Civil War, Baltimore moved further ahead in trade, commerce, and manufacturing.	(b) Maryland remained in the Union during the Civil War (c) Through the late 1800 s and early 1900 s, Baltimore improved its educational and health facilities

SAMPLE ACTIVITIES	SUGGESTED SKILLS
Resource People. Contact the Maryland Historical Society for a speaker to address the class or an assembly of classes.	Listening intently Evaluating speaker's qualifications
Research. Locate one of the following references: Kaessman, *My Maryland*, pp. 203-226; Maryland Historical Society, *The Star-Spangled Banner, The Story of Its Writing by Francis Scott Key*. Be able to discuss these questions: (1) Why was the British attack on Baltimore a failure? (2) Why was Francis Scott Key inspired to write "The Star-Spangled Banner"? (3) Why did Baltimore's trade increase greatly after the war?	Locating reference materials Reading for specific information Developing critical thinking
Discussion. How is Defenders Day usually celebrated in our city?	Recounting personal experiences
Report. Find the story of the Shot Tower. Why was this structure at one time very important? What scientific principle was used in making shot?	Locating books related to subject Telling main ideas
Reports. The lives of several important Baltimoreans may be researched and discussed. Among those who worked in or near Baltimore during some part of their lives were: Francis Scott Key, General Sam Smith, John Eager Howard, Mary Pickersgill, Joshua Barney, Benjamin Banneker, Rembrandt Peale, Mordecai Gist, Betsy Patterson, Capt. Nathaniel Towson, Josiah Johnson, Thomas Kennedy, Edgar Allen Poe, Ira F. Adridge. Others, of course, may be added to the list.	Locating books related to subject Studying biographies Taking notes Selecting relevant facts and ideas Telling main ideas
Film. *The Early Light of Dawn* (Sd–560.3).	Listening and watching intently
Discussion. "Maryland, My Maryland," our official state song, was written during the Civil War. Why was it written? What does it mean? Who was its author? Why do some people wish that the words of the song be changed today?	Interpreting songs and poems Developing critical thinking
Investigation. Use a United States history textbook to find out about the forces at work in Maryland during the Civil War which resulted in our state's remaining in the Union. How was the average Baltimorean affected by the war?	Seeing cause and effect relationships Recognizing inferences
Research. Investigate and report on the lives of these men and women as they related to the history of Baltimore: Frederick Douglass, Harriett Tubman, Hiram Revels, Roger B. Taney, Frances Ellen Watkins Harper, Samuel Ringgold Ward, Harrison Holmes Webb, "Joe Gans," George Peabody, Johns Hopkins, Enoch Pratt, Henry Walters.	Locating reference materials Studying biographies Selecting relevant facts and ideas Telling main ideas
Discussion. Why have the 1870s been called the Era of the Merchant Princes?	Grouping related ideas

UNDERSTANDINGS AND GENERALIZATIONS	CONTENT
Community action is and has been the key to resolving urban problems.	(d) Baltimore rebuilt its downtown area after the Great Fire of 1904 (e) Baltimore weathered war and depression
Modern urban life has produced new patterns of living.	(f) Baltimore begins a period of urban renewal and rehabilitation (1950–today) (1) Charles Center became a redevelopment project (2) Harlem Park was rehabilitated and re-established as a middle-class Black neighborhood, and an urban renewal system was developed (3) Urban renewal included high-income luxury apartments, middle-income dwellings, and low-income public housing (4) Some expressways were built (5) A tunnel was constructed under the Baltimore Harbor (6) A traffic commissioner improved traffic conditions (7) Big league baseball, football, basketball, and hockey teams got franchises in the city

SAMPLE ACTIVITIES	SUGGESTED SKILLS
Research. What did the city lose and gain by the Great Fire? See Kaessman, *My Maryland*, pp. 330-334.	Developing critical thinking
Written Activity. Pretend that you witnessed the Baltimore Fire. Write to a friend in another city describing it.	Keeping to the point
Reports. Gather information and report on the following famous Baltimoreans of the period: James Cardinal Gibbons, George H. (Babe) Ruth, Lizette Woodworth Reese, Henry L. Mencken, John H. Murphy, Sr., Matthew A. Henson, Fannie Jackson Coppin, Dr. Francis M. Wood, Francis X. Bushman, Wallis Warfield Simpson Windsor.	Locating books related to subject Studying biographies Taking notes Selecting relevant facts and ideas Telling main ideas
Interview. Interview an older citizen of your neighborhood to find out about life during the depression and the world wars. Report the information to the class.	Interviewing
Discussion. Describe a movie which you saw recently which told about a part of America's development.	Telling main ideas
Evaluation. This was once said about Baltimore. "Baltimore, the nation's sixth largest city with almost one million people, is inconspicuous, a place to be avoided. It is the least known city in America. It is ugly and 'honky-tonk.' It is a 'branch-office town' and the 'factory district for Washington.' To train riders, it is 'the tunnel between New York and Washington.' To motorists, it is an exasperation and its airport is the 'lonesomest in the world.' " (Liston, *Downtown.*) How true is this statement today? Do you think the writer was too critical of Baltimore before changes in the 1950s and 1960s? Why? Why not?	Re-reading for clarification Differentiating fact from opinion
Research. (1) The first building to rise in Charles Center was One Charles Center. Find as much information as you can about this structure. (2) In Harlem Park older houses were saved and a declining neighborhood was saved. (3) Describe the office buildings, hotel, theater, stores, underground garages, plazas, and mall that make up Charles Center in downtown Baltimore. (4) What are the plans for the Inner Harbor Area? (5) Why has Baltimore's method and system of renewal and rehabilitation of neighborhoods been copied by both large and small cities?	Locating, gathering, and presenting information Using reference sources from city agencies Grouping related events
Teachers and students may get informational materials in the form of booklets, pamphlets, brochures, maps, and charts from the Department of Housing and Community Development, the Department of Planning, and the Baltimore City Planning Commission.	Using community resources

UNDERSTANDINGS AND GENERALIZATIONS	CONTENT
	(8) The Jones Falls Expressway was constructed (9) Air service was improved at Baltimore-Washington International Airport (10) An Inner Harbor Redevelopment Project was planned (11) Progressive future projects were planned
A city makes progress by welcoming with open arms the talents and skills of every citizen; not by inciting one group against another, or by keeping one race, one religion, or one nationality outside the mainstream of community life. Part of the strength of this metropolitan area lies in the diversity of its people and in their right to disagree and yet work collectively toward satisfactory solutions to problems affecting all of us. A metropolitan area is a microcosm of the world.	F. Who are the people of Baltimore? 1. What ethnic groups make up Baltimore? a. Poles b. Jews c. Italians d. Germans e. Irish f. Czechs g. Chinese h. Norwegians i. Hungarians j. Blacks k. Ukrainians l. Estonians m. Yugoslavians n. Indians o. Greeks 2. When did these different people migrate to Baltimore?

SAMPLE ACTIVITIES	SUGGESTED SKILLS
Discussion. What is the meaning of this statement? "The shock of seeing Charles Center going up, something no one ever believed would happen, gave Baltimore a new lease on life." (Liston, *Downtown.*)	Interpreting author's message
Poster. Draw a poster showing something appealing about your city. It should be a poster which tries to sell Baltimore and brags about its wonders and advantages.	Illustrating ideas
Report. Find out about some of these famous people who were born in Baltimore or who lived here at one time: Henry Barnes, Billie Holiday, Thurgood Marshall, Cab Callaway, Simon Sobeloff, John H. Murphy, Theodore R. McKeldin, Rosa Ponselle, Ogden Nash, Juanita Jackson Mitchell, "Mama" Cass Elliot, Parren Mitchell, Henry Mencken, Garry Moore, Eubie Blake, Marvin Mandel, Chick Webb, Brooks Robinson, Al Kaline, Samuel G. Wyman, Max Hochschild. Report all findings to the class.	Locating reference materials Studying biographies Selecting relevant facts and ideas Telling main ideas
Discussion. Make a list of ten important people in Baltimore today. Why is each significant? Find out about their backgrounds. What person in your neighborhood was recently honored? Why? How did the community honor this person?	Listing Recounting personal experiences
Discussion. Who is a Baltimorean? In the song "Ballad for Americans" by John Latouche and Earl Robinson, the composers say that an American is the following: "I'm an engineer, musician, street-cleaner, carpenter, teacher, farmer, office clerk, mechanic, housewife, factory worker, stenographer, beauty specialist, bartender, truck driver, miner, ditch digger, seamstress, etc., that do the work. I'm just an Irish, Black, Jewish, Italian, French, English, Spanish, Russian, Chinese, Polish, Scotch, Hungarian, Litvak, Swedish, Finnish, Canadian, Greek, Turk, Czech. . . . I am Baptist, Methodist, Congregationalist, Lutheran, Atheist, Roman Catholic, Jewish, Presbyterian, Seventh Day Adventist, Mormon, Quaker, Christian Scientist, and lots more!"	Interpreting words of a composer
Making a Chart. Give the following information on some of the many ethnic groups that settled in Baltimore: groups, times and places of settlement, occupations.	Making a chart
Research. (1) A group may investigate the number of aliens living in Baltimore and find out the countries which they came from by contacting the local Immigration and Naturalization Service. (2) Visit the International Center of the YMCA to research the number of foreign clubs represented who use their facilities.	Finding information independently Conducting an interview

UNDERSTANDINGS AND GENERALIZATIONS	CONTENT
	3. Why did these different groups come to live in Baltimore? a. Economic reasons b. Political reasons c. Religious reasons d. Miscellaneous 4. Where did each group settle in Baltimore? 5. How did each group contribute to the growth and development of the city?
People still have a tendency to live in distinct communities and keep their distinctive customs. Each group has something to learn and give. Prejudice is a barrier to understanding. Customs practiced by people as a part of their culture are slow to change.	6. How are racial, religious, and ethnic traditions kept alive through customs, food, and music?
Urban people need to learn how to care more about their neighbors and to get along with others. Dialogue, interaction of people, and interplay of minds serve as stimuli to begin the resolution of urban problems.	7. Who are some of the important people in Baltimore today? Add to the list. What ethnic group do they represent? a. Mayor b. President of the School Board c. Superintendent of Public Instruction d. Warden of City Jail e. City Solicitor f. Comptroller g. City Councilmen h. School Commissioners i. Fire Board Members j. Greater Baltimore Committee, Inc. 8. Who are some of the other well-known people living in Baltimore?

THEME I: HOW IS THE BALTIMORE METROPOLITAN AREA MEETING THE CHALLENGE OF URBAN GROWTH IN AMERICA?

SAMPLE ACTIVITIES	SUGGESTED SKILLS
Directed Reading. Who is a Baltimorean? (Deussen, *Exploring Baltimore*, pp. 31-36.)	Reading for specific information
Report. Investigate the number of ethnic groups who live in your immediate neighborhood and report to the class.	Learning to listen and ask good questions Making a report Evaluating data
Bibliography. Have students complete a list of books on different ethnic groups in which they might be interested in finding more information.	Finding information Using the library
Directed Reading. Wittenberg, *Patterns of the City*, pp. 147-150, "Minorities in a City"; Challenge 7, p. 177, "Who Lives in Your City?"	Reading for main ideas
Culminating Activity. Invite a guest speaker from the Community Relations Commission or the Community Relations Division of the Baltimore City Public Schools.	Learning to listen and ask good questions
Discussion. Sioux Indian Prayer: "Grandfather, Great Spirit, all over the world, the faces of the living one are alike. . . . Teach us to walk the soft earth as relatives to all that live." What does this mean? Why could it be called an urban prayer?	Interpreting the writings of philosophers
Directed Reading. Goldberg, *Challenges in Our Changing Urban Society*, pp. 269-287; Dicker, *Urban America*, pp. 5-7. Why do cities attract such a variety of people?	Distinguishing main points
Chart. Make a chart of immigrants and their children showing the following: name, ancestry, contribution. See Stanek, *How Immigrants Contributed to Our Culture.*	Making a chart Placing ideas in order Selecting facts and ideas
Student Activity. Find out the name of each city official now in those offices mentioned previously in the content area. Use your newspapers, television, or library to get this information. Parents may also be able to give you some of this information.	Finding information independently Using the library Observing and listening to get information
Resource People. See if you can invite a city official to visit the class and discuss his responsibilities to the community.	Inviting people
Reports. Find out important information about and collect pictures of outstanding people in our city.	Using newspapers and current magazines for gathering information
Interview. See if you can interview any outstanding person in Baltimore who might live in your neighborhood.	Interviewing Taking notes
Directed Reading. O'Connor, *Exploring the Urban World*, pp. 234-235.	Reading for main ideas

UNDERSTANDINGS AND GENERALIZATIONS	CONTENT
	G. How do the people of Baltimore make their living? 1. Heavy industry 2. Light industry 3. Sales 4. Government 5. Port and harbor facilities

SAMPLE ACTIVITIES	SUGGESTED SKILLS
Project. (1) Have the students conduct a survey of their parents and relatives to find out how many work within the community and what kind of work they do? (2) Make a diagram or graph to show the results of this survey.	Developing a questionnaire Determining how to arrange and organize data Making graphs or diagrams Interpreting graphs or diagrams
Assignment. Define the terms *heavy industry* and *light industry*.	Using a dictionary
Discussion. Discuss how the industries of Baltimore contribute to the growth of the entire Baltimore Metropolitan Area.	Developing critical thinking
Project. Make a display showing as many products as possible from area industries.	Planning and preparing projects Determining how to arrange and organize materials
Directed Reading. Dicker, *Urban America*, pp. 43-45, "Kinds of Jobs"; Wittenberg, *Patterns of the City*, pp. 59-63, 67-73.	Reading for specific information
Activities. See Dicker, *Urban America*, p. 50. Select any of the suggested activities for the class to do. See Deussen, *Exploring Baltimore*, pp. 42-44.	
Discussion. (1) Find out what students know about career education. (2) Check with counselors in school for ideas on career opportunities.	Recounting personal experiences Using resources in the school
Directed Reading. Cuban and Dunlop, *Getting Jobs* (Pamphlet).	
Research. Study the sources of food supply for the community by examining container labels in grocery stores. Plot these sources on world maps.	Making a survey Locating places on maps
Trip. Plan some first-hand experiences with local industries. Take a field trip with an entire class or a few interested representatives to some industrial place in the community. (Students might suggest the place.)	Organizing ideas gained from field trips
Guest Speaker. Invite a speaker from one of the industries represented in the community to speak to the class. Consult the public relations department of the company involved. Use the resources of the Community Relations Commission.	Listening carefully when others are speaking Taking notes Using community resources
Writing for Information. Students can write to the Department of Health, Education, and Welfare (HEW) for pamphlets on job opportunities.	Writing to governmental agencies for information
Project. Write to your labor department and get information on the following: –How many people are employed in your city? –How many people are unemployed? –How many people are employed as skilled workers?	Using community resources effectively Writing for specific information

UNDERSTANDINGS AND GENERALIZATIONS	CONTENT

SAMPLE ACTIVITIES	SUGGESTED SKILLS
–How many people are employed as unskilled workers? –What is the educational level reached by those who are skilled and those who are unskilled?	
Project. Make your own filmstrip (slides or pictures with taped narration) showing activities in the Baltimore Harbor. Sources: Blood, *Geography of Maryland*, pp. 54-57; Deussen, *Exploring Baltimore*, pp. 36-41.	Planning and preparing projects Locating appropriate pictures
Newspaper Study. Read the maritime section of the newspaper for a week. Find out about the ships entering and leaving the Baltimore Harbor. Where have they come from and where are they scheduled to go?	Reading for specific information Using newspapers Selecting facts Locating information independently
Extend Your Knowledge. A recent study estimated that every ton of general or packaged cargo moving in or out of our port deposits over $29.95 into the economy of the area. Trace a particular product from the time it enters the Baltimore Harbor to when it is used by the consumer. What is its route? What groups or agencies handle the product? How might individual students in your school be influenced by this product? Illustrate this route by a bulletin board display. Examples that might be used include iron ore from the mines of Brazil, cars from Germany, sugar, or petroleum products.	Tracing routes Developing critical thinking Illustrating ideas
Report to the Class. Obtain information on the history and work of the Maryland Port Authority by writing to the Director of Communications, Pier 2, Pratt St., Baltimore, Md. 21202, for publications or speakers. Organize your finding into an oral or written report. As background for this project, read *Port of Baltimore Handbook*, pp. 33-40, for information on the Maryland Port Authority.	Interviewing Writing to governmental agencies for information Telling main ideas Preparing oral or written reports
Discussion. Discuss changes that are taking place in the Baltimore Port today. How has the Baltimore Port changed from a railroad operated bulk cargo port to a shipper's port handling all types of cargo? How is the growth of containerization proceeding in the Baltimore Port? How has automation of port activities been both an advantage and a problem to Baltimore and its workers? One source of information: *Port of Baltimore Handbook*, pp. 21-26. See also current newspaper articles.	Making choices based upon presentation of evidence Developing critical thinking
Discussion. Why is it an advantage for an area to have many industries instead of one or two main ones?	Developing critical thinking
Filmstrip. *Maritime Baltimore*, a kit.	Observing to get information

UNDERSTANDINGS AND GENERALIZATIONS	CONTENT
Rapid change is characteristic of urban areas. Where man lives influences the way man lives. Immigrants tend to settle in communities where they can communicate and identify. Non-whites were forced into slums because of discrimination. Government is not responsive to those who are not organized.	H. What are some of the problems facing the people of Baltimore? 1. Why is there a serious housing problem in Baltimore? a. What are the reasons for these problems in housing? (1) Population (2) Discrimination (3) Absentee landlords (4) Formation of ghettos (5) Shortage of low-income housing (6) Apartments and subdivisions made of single-family dwellings (7) Inability of low-income group to make repairs (8) Unstable communities with little political power (9) Rapid turnover (10) Block-busting

SAMPLE ACTIVITIES	SUGGESTED SKILLS
Graph Study. Study the graphs on p. 91 of Wittenberg, *Patterns of the City.* What predictions for the future, if any, can we make from these graphs?	Interpreting graphs
Filmstrip and Cassette. *Why a City Grows.* Have students discuss these questions: (1) What brought more people to the city? (Expansion of industry or commerce.) (2) What businesses were expanding? Why? (3) What are the main businesses today?	Recognizing cause and effect Explaining cause and effect relationships
Chart. "Kinds of Work Today." See Rollo, *Ask Me About Maryland,* pp. 41-44.	Interpreting charts
Directed Reading. Wittenberg, *Patterns of the City,* pp. 79-97. Find out what part professional, skilled, and semiskilled workers play in industry today?	Reading for specific information
Discussion. Discuss some of the questions in Challenge 5, Wittenberg, *Patterns of the City,* p. 176. An important question is: How do your people earn a living?	Developing critical thinking
Activity. Have students take a walking tour of the community. What examples of urban blight can be found? What kinds of housing are available? Do they fit the needs of the community? How is open space being used? Compare your community with another community in a different part of the city. Develop a working definition of the term *blight.*	Observing for specific information Classifying Making evaluations Comparative analysis
Map Study. Using the printed original "Concentrations of Blight," examine each of the four types of housing. Coordinate this with the large map of Baltimore City and list the characteristics of the neighborhoods which are listed under each category.	Understanding map keys Classifying
Student Reference. American Education Publications, *Pride and Power,* pp. 7-13. Have students read for examination of Black ghettos in the north. Ask them to write a paragraph pointing out the elements which combine to create a ghetto. Follow up this activity with a report on other types of ghettos. What was the Warsaw Ghetto? What is meant by "White Ghetto"? What would life be like in these types of ghettos?	Conceptualizing Reflective thinking (See Hunt & Metcalf, *Teaching High School Social Studies.)*
Student Resource. Trettan, *Cities in Crisis,* pp. 30-32. Are these problems also found in Baltimore? How do you know? Do you agree that there is a certain feeling of helplessness? *Cities in Crisis,* pp. 35-37. Do you see any relationship between bad housing and social problems?	Reading for main idea Reflective thinking Critical thinking

UNDERSTANDINGS AND GENERALIZATIONS	CONTENT
The solution of urban problems depends greatly upon the resources of the Federal Government. Many urban programs are administered jointly by federal, state, and local agencies. The emphasis of urban renewal has been to revitalize and rebuild urban areas which were once successful communities. Urban renewal requires widespread support from the community.	b. How is Baltimore working to solve its housing problem? (1) Department of Housing and Urban Development (HUD)–Federal Government (2) Department of Housing and Community Development (HCD)–state and city (3) Model Cities (4) Projects: Madison Park–North and South, Gay Street I, Inner Harbor, Harlem Park, Old Town, and Upton

SAMPLE ACTIVITIES	SUGGESTED SKILLS
Student Activity. Using the printed original "Community Improvement Programs," have the students analyze the programs underway. Check to see how far along the projects are. What are the plans for your immediate neighborhood? Which neighborhoods seem to have the highest priority? Why?	Using maps and globes Reading for specific information Comparative analysis
Teacher Resource. For a copy of *HCD Annual Report*, contact Information Service, HCD, *727-3400, Ext. 555.*	
Discussion. How well we live tomorrow depends on the action we take today.	Developing critical thinking
Discussion. Has your house ever been inspected by a housing inspector? How did he go about his job? What did he look for? What kind of a report did he make? What recommendations did he make for improvements and corrections? Was his advice followed?	Recounting personal experiences Selecting facts and ideas
Report. Contact the Department of Housing and Community Development, 10 North Calvert Street, Baltimore, Md. 21202. Get information about building inspection and tell the class about some of the most interesting aspects of it.	Telephoning, writing, or visiting a city agency to obtain information
Directed Reading. –Dicker, *Urban America*, pp. 34-35, "Slums Yesterday and Today." –Dicker, *Your City–Workbook*, pp. 101-107. –Dicker, *Urban America*, pp. 136-145, "Slums and the Urban Housing Crisis."	Reading to find specific information Comparative analysis Obtaining information from pictures
Activities. Select from the group of activities listed in Dicker, *Urban America*, pp. 145-147.	
Directed Reading. –Goldberg, *Challenges in Our Changing Urban Society*, pp. 260-267, "Urban Housing Problems Today."	Recognizing problems
–O'Connor, *Exploring the Urban World*, pp. 407-414, "Model Cities Through Planning."	Interpreting diagrams
–See the following pamphlets: (1) *Baltimore Departments of Housing and Community Development*, January 1972. (2) *Boys/Girls and Houses*, Baltimore Urban Renewal and Housing Agency, 10 North Calvert Street, Baltimore, Md. 21202. (3) *Baltimore Public Housing*, Department of Housing and Community Development, Information Service, *727-3400.*	Reading for specific information Telephoning, writing, or visiting a city agency to obtain information

UNDERSTANDINGS AND GENERALIZATIONS	CONTENT
The automobile is one of the major sources of air pollution in the country. Industry is reluctant to invest in control equipment until it has been tested. People least able to cope with the problems of air pollution are the people most concentrated in polluted areas. Pollution destroys physical as well as human resources.	2. How is pollution affecting the citizens of Baltimore? a. What are the causes of air pollution? (1) Automobiles (2) Industries and power plants (3) Private homes
Suburban areas are often developed without sewage disposal plants. Industrial wastes, poured into our waterways for years, have contributed to ecological changes. Both plants and seafood are disappearing from the Patapsco River. Small boats are one of the major sources of water pollution.	b. What are the causes of water pollution? (1) Sewage (2) Industrial wastes (3) Shipping

SAMPLE ACTIVITIES	SUGGESTED SKILLS
Directed Reading. O'Connor, *Exploring the Urban World*, pp. 349-359, "Housing Problems in Our Urban World."	Reading for specific information
Survey. Check your neighborhood and get answers to these questions: (1) Are the houses attached? What percentage? (2) Are the houses detached? What percentage? (3) What kinds of materials are the houses made of? (4) Is there any particular color used for most of the houses? (5) How many trees are in the area? (6) How many stores are in your neighborhood? (7) What kinds of businesses are in the area? (8) Are there any schools? How many? (9) Are there any churches? How many? (10) What percentage of yards are well kept? Not well kept? Using answers from your survey, write a summary that describes the kind of neighborhood in which you live.	Gathering important information Observing for specific facts Making a chart Determining how to arrange and organize data Learning to summarize information
Student Project. Have students make a graph of the air pollution levels using the index found in the newspaper. Under what conditions is the level highest? Lowest?	Using the newspaper Making graphs Analyzing research material
Field Trip. Have students take a trip through the neighborhood. What are the major sources of pollution? (Make sure that what they see as pollution really is pollution.) Have students find out how the offenders are able to pollute the air without being prosecuted.	Observation, classification, and investigation Using charts and graphs
Research. Have students research the air pollution tragedies in New York City, November 1966, and in London, 1952. Have them analyze the circumstances of each tragedy and point out who suffered the most. Has Baltimore experienced air pollution of such severity?	Making a report
Student Report. Have a student prepare a report on the concept of ecology. What is meant by the term? How many different ways can it be used? How does it relate to urban studies?	Making a report
Student Research. Have the students investigate Lake Erie. Compare it with the condition of the Inner Harbor, the Patapsco River, and the Chesapeake Bay.	Making a report
Student Research. Have the students study the fish kills near Bethlehem Steel, August 1971. What conclusions were made about this incident? How does it compare with the incidents of pollution in the Harbor? With the Torrey Canyon? With Santa Barbara?	Using newspaper as resource Comparative analysis

UNDERSTANDINGS AND GENERALIZATIONS	CONTENT
It is estimated by the Environmental Protection Agency that 43.9% of the total stream miles in the Northeast are polluted.	
Urban dwellers have developed the tendency to tune out the sounds of their environment. Every American worker can become more efficient with less noise. Advances in technology often magnify existing pollution problems. No one is isolated from noise.	c. What are the causes of noise pollution? (1) Traffic (2) Industry (3) Home appliances (4) Radio and television
The traditional use of open dumps has proven unsatisfactory and is now against the law in many states. Solid wastes are presently increasing at a much higher rate than is our ability to dispose of them.	d. What are the origins of solid wastes? (1) Paper products (2) Junk and litter (3) Garbage

SAMPLE ACTIVITIES	SUGGESTED SKILLS
Discussion. Why did ecology experts fight the Calvert Cliffs project? In what ways do they say the Bay's ecology will be altered? Investigate the reply given to ecologists by representatives of the power company. Which group do you think is right? Why?	Developing critical thinking Analyzing different points of view Making value judgment
Student Project. Have a student make a study of the ecology of the Patapsco River. What is the major source of pollution? What is being done to remedy the situation?	Research and organization
Field Trip. As a follow-up on the study project on the Patapsco River, arrange a tour of Patapsco State Park. This tour includes a history of the growth and development of the area and an explanation of how the river became polluted. For information contact: Park Superintendent, Patapsco State Park, 78 Gun Road, Baltimore, Md. 21227. Telephone: *747-6602.*	
Using Resources. Send for a copy or copies of Public Affairs Pamphlet No. 449, *Noise–The Third Pollution,* Public Affairs Pamphlet, 381 Park Avenue South, New York, N.Y. 10016. Have students read pp. 3-5, "What Noise Is." Have them estimate how many types of noise, listed on page 4, they are exposed to. What is the relationship between hearing and noise deafness? How serious is the problem of noise?	Reading for specific information Making value judgment
Investigation. Have the students interview friends and relatives who work in various places. Make a chart listing the relative amounts of noise on each job. Visit some of the places with the highest noise levels.	Categorizing Interviewing Audio-observation
Activity. Make a list of those radio and television commercials which emphasize quietness. What sources of noise are these commercials attacking? Were those sources of noise present ten years ago?	Making a list Observation
Investigation. Have the students find out how Baltimore City gets rid of its solid wastes.	
Discussion. Some urban poverty areas have more garbage pickups per week than other areas. Why is this so?	Critical thinking
Discussion. Residents in nine of twenty cities surveyed by the National Advisory Commission on Civil Disorders listed inadequate sanitation and garbage removal as a significant grievance. Why do you think they felt that way? Do they have a legitimate complaint? Why or why not?	Making value judgments

UNDERSTANDINGS AND GENERALIZATIONS	CONTENT
	e. How are the problems of pollution being attacked? (1) Air
The automobile is one of the major sources of air pollution.	(a) Auto emissions check by Bureau of Industrial Hygiene
The solution of urban problems demands close cooperation between federal, state, and local governments.	(b) Open Burning Ordinance No. 1062 (2) Water (a) Constant surveillance of well water by Watershed Division of the Bureau of Purification (b) Water checks on Harbor and Patapsco River by State Water Pollution Control Division (3) Solid wastes
Elimination of pollutants can be made easier by finding new uses for used material.	(a) Recycling projects (b) Phasing out of open dumps–Maryland state agencies involved in environmental protection
Many people of the Baltimore Metropolitan Area work outside their own communities.	3. What transportation problems are found in Baltimore? a. What are some of the causes of this problem in Baltimore?
The great majority of people who work in the central business district commute.	(1) Traffic congestion (2) Public transportation
Suburbanites who commute to Baltimore City put an extra burden on city services.	(3) Parking
The absence of a rapid transit system has caused commuters to rely on the automobile as the predominant mode of transportation.	
In some American cities, over 50% of the land is taken up by auto-related factors.	
The urban poor are forced to rely on public transportation.	
Public transportation has proven to be inefficient, ineffective, and problem-plagued.	

SAMPLE ACTIVITIES	SUGGESTED SKILLS
Student Project. Write the Bethlehem Steel Corporation for their report explaining how acid from the pickling tanks is being sold instead of dumped into the Bay.	Writing for information Detecting evidence of propaganda
Resource. Call *539-5151*, Customer Services, for information on solid waste disposal in Baltimore City. There are several classroom speakers available from this department.	Making use of community resources
Resource. State Department of Natural Resources, Water Pollution Center, 12 Lincoln Court, Annapolis, Md. 21401.	
Directed Reading. Coss, *We Can Save Our Cities*, pp. 21-33.	
Picture Study. Bring in pictures showing traffic congestion in Baltimore. What problems do these pictures show? Where were the pictures probably taken? Why do you say this? How do people get downtown to work? How do such items as narrow streets, construction work, trucks, and parking increase the problem? Would you want to drive into the central business district? Why? Trace specific routes from the local school area to the central business district by automobile, bus, etc. Route schedules and maps are available from the Mass Transit Administration, 1515 Washington Blvd., Baltimore, Md. 21230.	Using pictures effectively Tracing routes
Writing for Information. Consult the Committee for Downtown, 200 W. Baltimore St., Baltimore, Md. 21201, for information on parking and transportation in the downtown area. Several pamphlets are available.	Using community resources
Map Study. Obtain from the Highway Information Office of the Maryland Highway Administration, 300 W. Preston St., Baltimore, Md. 21201, maps of the Baltimore Beltway, Jones Falls Expressway, Harbor Tunnel Thruway, and other high speed roadways in the area.	Writing for information
Field Trip. Visit the Smithsonian Museum of History and Technology in Washington, D.C. Have students study the various stages of transportation development. Have them discover early transportation problems and the methods used to solve them.	Observation Developing research techniques Telling main ideas

UNDERSTANDINGS AND GENERALIZATIONS	CONTENT
The success of the center city as a commercial district depends upon the availability of mass transportation.	b. How are transportation problems being handled? (1) Pedestrian and vehicular problems are handled by the Department of Transit and Traffic (2) Development of Rapid Transit System–Phase I

SAMPLE ACTIVITIES	SUGGESTED SKILLS
Activities. (1) Have the class stand at some elevated point and observe the amount of land used for roads and parking. How wisely is this land being used? How could the space be used to better advantage? (2) Make slides or photographs of certain areas and study them in class.	Observation Decision making
Research Project. Have students find out how much it would cost to use public transportation for a given length of time from their neighborhood to some point across town. How much would it cost to operate a car during that same period? (Be sure to include initial cost, tags, insurance, maintenance, etc.) How much would it cost by cab? What conclusions can you draw from these research projects?	Researching community services Making cost prediction Drawing generalizations from data
Student Reference. Trettan, *Cities in Crisis*, pp. 66-67. Why do you think adults are prone to look back to the "good old days"? Is this article really objective?	Reflective thinking Evaluating data
Resource Person. Have a guest speaker from the Metropolitan Transit Authority visit the class and talk about transportation and its problems in our city.	Inviting people Using resources in the community Listening intently
Directed Reading. Dicker, *Urban America*, pp. 148-155, "The Transportation Jam."	Reading for specific information
Activities. Select any activity from Dicker, *Urban America*, p. 159; Dicker, *Your City*, pp. 109-121; O'Connor, *Exploring the Urban World*, pp. 331-333.	Vocabulary building
Class Project. Conduct traffic counts in the neighborhood of the school to determine the street and highway needs of the community. Are more traffic signals needed? If so, where? Is parking adequate? Use charts to show the number of cars and/or pedestrians which pass a main intersection in a given time period. Study the accident rate at the intersection. How might students try to get some of their suggestions implemented? Consult the Baltimore City Department of Transit and Traffic, 414 North Calvert Street, Baltimore, Md. 21202, for information.	Following directions Planning and preparing projects Making and interpreting charts and graphs Illustrating ideas Recognizing problems and pursuing a logical approach for their solution
Map and Statistical Study. Obtain the *Baltimore Region Rapid Transit System—Phase I* from the Director of Community Services, Mass Transit Administration, 1515 Washington Blvd., Baltimore, Md. 21230, or at the Enoch Pratt Free Library. Note particularly the map of the routes proposed on p. 3. What directions will the mass transit routes take? Where will the	Using community resources Using map directions Using map symbols Tracing routes on maps

UNDERSTANDINGS AND GENERALIZATIONS	CONTENT
Suburbs are often physically indistinguishable from adjacent areas. Urban development created drastic social, political, and economic changes faster than these changes were recognized. Suburbs are usually classified as dormitory or manufacturing/industrial. Initial home cost in unplanned suburban areas is but a fraction of the cost once the development is completed. Suburban housing is rarely available to low income families.	4. Why is urban sprawl a problem? a. What is urban sprawl? (1) Unplanned growth (2) Characterized by ugly, chaotic appearance (3) Costly and inefficient (4) Lacks overall planning (a) Sewers installed after settlement (b) Open space recreational areas destroyed (c) Increase in transportation (d) Ecological imbalance problem

SAMPLE ACTIVITIES	SUGGESTED SKILLS
stations be? What facilities will be provided? How will other means of transportation connect with the mass transportation system? Why do you think these routes were chosen? How will they affect the people in your neighborhood?	
Research and Discussion. Using the printed original on *Phase I*, ask the students why this particular N-S route was chosen over the other routes. Have students investigate the proposed stations and comment on the choice of sites. Utilize maps which show population patterns in the metropolitan area to correlate the proposed route with the population to be served.	Interpreting charts and graphs Making value judgment Comparative analysis
Discussion. How will the new Maryland State Department of Transportation affect mass transportation in the Baltimore area? What advantages are there in consolidating various transportation agencies? Why do some people object to the consolidation of these agencies? Consult the Public Affairs Officer, Department of Transportation, P.O. Box 8755, Baltimore-Washington International Airport, Baltimore, Md. 21240.	Developing critical thinking Recognizing cause and effect Presenting conflicting views Utilizing community resources
Directed Reading. –Dicker, *Urban America*, pp. 156-157. –O'Connor, *Exploring the Urban World*, pp. 334-335. –Goldberg, *Challenges in Our Changing Urban Society*, pp. 256-257. –Dicker, *Your City*, pp. 109-121. –Coss, *We Can Save Our Cities*, pp. 13-20.	Reading for specific information
Discussion. How is transportation affected by urban sprawl?	Developing critical thinking
Newspaper Cartoons. Find cartoons showing pictures of problems or solutions to the problems of transportation in the city.	Using the newspaper Locating appropriate pictures
Audio-Visual. *Urban Sprawl*, ESEA (Sd- 807.2). What are the characteristics of urban sprawl? Does the film remind you of Baltimore?	Observing for specific information
Research. Have students find out when their present community was incorporated into Baltimore City. Ask them to research what their community was like when it was suburban.	Researching community history Reconstruction of past community
Student Activity. Have the students interview people who have recently moved to the suburbs. Compile a list of the reasons most often given for such a move. What conclusions can be drawn from this list?	Interviewing Making a list Analyzing data Drawing conclusions

UNDERSTANDINGS AND GENERALIZATIONS	CONTENT
	(e) Creation of new demands for water and power (f) Often discriminatory in development (g) Housing often poorly constructed (5) Causes money to be drained from central city (6) Destroys valuable green belt and agricultural land b. Are there any solutions to the problems of urban sprawl?
The flight to the suburbs has been largely middle-class and white. Cities and suburbs are both part of a larger unit which demands cooperation. Urban areas are limited by political boundaries. Urban problems are not limited by political boundaries.	5. What kind of relations exist between Baltimore and the surrounding counties? a. Why are there problems between Baltimore and the surrounding counties? (1) Water and sewage (2) Solid wastes (3) Education (4) Proposed taxes on county residents who use city services (a) Commuter pressure demands greater services (b) Use by county residents of art museums, fire boat services, Pratt Library, Civic Center, Stadium, and other facilities (5) Low income housing (6) Reluctance of county to agree on projects (7) Discrimination
How well urban dwellers will live in the future depends upon how well they plan for the future.	b. How are city-suburban disputes being resolved? (1) Creation of Regional Planning Council (2) Proposal for state regulation of vital services

SAMPLE ACTIVITIES	SUGGESTED SKILLS
Discussion. Have students explain their ideas in an open discussion of how to solve the problem of urban sprawl.	Developing critical thinking Learning how to disagree
Panel or Forum. Class may divide into groups for discussion of urban sprawl solutions.	Taking turns
Debate. Teams may be used for discussion of solutions.	Suggesting solutions
Cartoon. See O'Connor, *Exploring the Urban World*, pp. 154-155.	Interpreting cartoons
Drawings. Draw a picture showing what you think urban sprawl is like.	Developing creativity Self-expression through art
Writing for Information. Have students write to the county executives and the Mayor of Baltimore City for their views on metropolitan cooperation. Compare the replies and analyze the factors which force each subdivision to feel as it does.	Using resources of the community Organizing information Discovering cause and effect
Student Activity. Have students make a chart illustrating those city services which are used by suburbanites. Make another chart illustrating those county services which are used by Baltimore City residents. By comparing lists, which conclusions can the students draw?	Making a list Gathering data Comparative analysis
Debate. *Resolved:* Suburbanites who are allowed the use of city services should pay a fair share of the cost.	Analyzing points of view Defending a position
Discussion. "The suburbs do not stand alone. They are an integral part of the great metropolitan areas. . . . Without the improvement of both, all will suffer." (*President's Task Force on Suburban Problems—1968.*)	Developing critical thinking
Student Resource. Trettan, *Cities in Crisis*, pp. 38-41.	Making value judgment
Activity. Speakers are available on this topic from Regional Planning Council, 701 St. Paul Street, Baltimore, Md. 21202. Contact Walter Brown, *383-5838* for excellent material available. Ask for *Suggested General Development Plan, Baltimore Region.* (Each school should have one copy of the *1967 Master Plan.* Teachers may reproduce the charts and graphs and make use of the large map with the aid of an opaque projector.)	Inviting people Using community resources to obtain information
Discussion. Talk about places in the county you have visited for recreation or enjoyment. (Parks, bowling alleys, skating rinks, etc.)	Developing critical thinking Recounting experiences

UNDERSTANDINGS AND GENERALIZATIONS	CONTENT
The United States is made up of people with diverse racial, ethnic, and cultural backgrounds. Prejudice and discrimination, still found in sections of our country, historically have limited the opportunities of certain minority groups. Urban violence has occurred when large groups of people have been frustrated in their efforts to obtain equal opportunities. Many Americans have abandoned the cities rather than stay and try to solve the many problems which have developed there. There has been a trend in the history of our country to "homogenize" certain racial and ethnic groups.	6. What is the extent of intergroup conflict in the city? a. Why are there so many problems or conflicts between the different groups of people living in the city? (1) Large scale migration to the city by minority groups—usually poor and Black (2) Discrimination in jobs (3) Discrimination in housing (4) Language and prejudice (5) Prejudice in religion (6) Institutional racism (7) Police-community relations (8) Prior patterns of *de facto* and *de jure* segregation b. How are intergroup relations being improved? (1) Community Relations Division (2) Churches and religious groups

SAMPLE ACTIVITIES	SUGGESTED SKILLS
Resources. Using the resources listed below, the students will read about migration to the cities by minority groups. How were they received? What forces prevented them from "making it"? –AEP, *Pride & Power*, pp. 29-35. –AEP, *Northward Bound*, pp. 7-11. –AEP, *The Immigrant's Experience*. –*News Focus*, Nov. 1969 (from *Newsweek*, 444 Madison Ave., New York, N.Y. 10022). –U.S. Civil Rights Commission, *Racism in America and How to Combat It*. –*Report of the National Advisory Commission on Civil Disorders* (Kerner Report).	Reading for specific information Selecting facts and ideas Telling main idea
Simulation Game. "The Ghetto" (Western Publishing Co., New York).	Developing critical thinking
Student Resource. Holmes, *Prejudice and Discrimination*, pp. 18-19. Are incidents like this common in Baltimore? How do you feel about this incident? What can one person do about prejudice and discrimination?	Reading for main idea Reflective thinking
Student Resource. Holmes, *Prejudice and Discrimination*, pp. 47-49. Does this prejudice and discrimination exist in Baltimore? What evidence do you have to support your position? Pp. 67-68. Where in Baltimore do similar problems exist? Pp. 22-24. Why do you think that persons guilty of racial prejudice often resort to using terms such as *Mex, Honkie, Nigger, Kink, Dago, Polack, Kike*, and *Wop*?	Reading for main idea Making and testing a hypothesis Reflective thinking
Discussion. Why do people tend to view new religious sects with skepticism and criticism? Why are many store front churches ridiculed? Is this consistent with a democratic concept of society?	Reflective thinking Making value judgment
Discussion. "The problem of the twentieth century is the problem of the color line–the relation of the darker to the lighter races of men in Asia and Africa, in America. . . ." (W. E. B. DuBois, 1903.) Would you call DuBois prophetic?	Reflective thinking
Research. Investigate the Community Relations Commission. Find out exactly how it functions in trying to help solve intergroup conflic	Writing to get information
Resource People. Have a representative from the Community Relations Commission speak to the class.	Inviting people Using community resources Listening for information
Filmstrip. "What Keeps People Together?" From kit *Our Working World–Cities*. (With cassette.)	Observing for specific information Developing critical thinking

UNDERSTANDINGS AND GENERALIZATIONS	CONTENT

SAMPLE ACTIVITIES	SUGGESTED SKILLS
Student References. –Holmes, *Prejudice and Discrimination.* –Dicker, *Urban America*, pp. 106-113. –O'Connor, *Exploring the Urban World*, pp. 380-384. –Dicker, *Your City* (Workbook), pp. 83-90. –Coss, *We Can Save Our Cities*, pp. 49-66.	Listening intently Reading for specific information
Discussion. Can you remember any experiences concerning riots in Baltimore City? If so, relate these to the class. Was your neighborhood affected in any way by the rioting?	Recounting personal experiences and events Developing critical thinking
Directed Reading. Dicker, *Urban America*, "Reducing Urban Tension," p. 113.	
Selected Activities. Dicker, *Urban America*, pp. 114-115.	Forming your own opinion Finding relationships
Cartoon. O'Connor, *Exploring the Urban World*, p. 387.	Developing ideas and skills Interpreting a cartoon Developing critical thinking
Directed Reading. O'Connor, *Exploring the Urban World*, pp. 384-386.	
Activities. –O'Connor, *Exploring the Urban World*, pp. 386-389. –Dicker, *Your City* (Workbook), pp. 87-89.	Developing critical thinking
Discussion. How do you get along with people of different ethnic backgrounds living in your community? List some of the ways in which you think relations could be improved among the different groups living in the community.	Recounting personal experiences Recognizing difficulties and problems Making a list Suggesting solutions
Discussion. Here is part of Dr. Martin Luther King, Jr.'s famous "I Have a Dream" speech: I say to you today, my friends, that in spite of the difficulties and frustrations of the moment I still have a dream. It is a dream deeply rooted in the American dream. I have a dream that one day this nation will rise up and live out the meaning of its creed; that all men are created equal. I have a dream that one day on the red hills of Georgia the sons of former slaves and the	Re-reading for clarification Recognizing inferences to be made Developing critical thinking

UNDERSTANDINGS AND GENERALIZATIONS	CONTENT
Being poor involves more than not having enough money. Poverty strikes those least able to deal with it. Poverty carries its own added expense.	7. What are the problems of the urban poor and how are they being handled? a. Why are there so many problems among the urban poor?

SAMPLE ACTIVITIES	SUGGESTED SKILLS
sons of former slaveowners will be able to sit down together at the table of brotherhood . . . I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character. I have a dream today . . . Read this speech carefully. What did Dr. King mean by this part of his speech? Do you think that what Dr. King said could ever come true, or is it really just a dream? Why?	
Directed Reading. Dicker, *Urban America*, "Urban Poverty," pp. 78-87.	Reading for specific information
Selected Activities. –Dicker, *Urban America*, pp. 92-93. –Dicker, *Your City* (Workbook), pp. 65-68.	Seeing cause and effect relationships
Pamphlets. –Bennett, *Poverty and Welfare*, Chapters 1 and 2. –Leinwand, *Poverty and the Poor*, pp. 13-25.	
Creative Writing. Write open-ended sentences on what you think poverty means. E.g., Being poor means never having _____. Being poor means always _____. Being poor means eating food like _____. Being poor means living in a house like _____. Being poor means enjoying _____. Being poor means having friends that _____.	Recounting personal experiences Developing critical thinking Developing creativity
Vocabulary Building. Have the class form a definition of poverty.	Building vocabulary
Student Resource. *The Incidence and Effects of Poverty in the United States* (Allyn and Bacon, 1969). Have students look at the pictures on pp. 1-5. What are the visible signs of poverty? Have students investigate some of the case studies.	Observing for specific information
Student Resource. "Poverty in the U.S.A." from the *Public Affairs Pamphlet No. 398.* Using the charts and bar graphs on pp. 10-11, the students can develop the concept of poverty as inequality. What is meant by *minimum standard?* How are anti-poverty programs working? "Poverty and Welfare," pp. 8-9. Use the graph to find out who are the poor. Use the map on p. 14 to discover the major poverty areas in the United States.	Using graphs and charts Telling main ideas Using maps Developing frame of reference
Teacher Reference. Downs, *Who Are the Urban Poor?* A short booklet (63 pages) containing an outstanding study of urban poverty. It is filled with charts and diagrams. Source: Committee for Economic Development, 477 Madison Avenue, New York, N.Y. 10022.	

UNDERSTANDINGS AND GENERALIZATIONS	CONTENT
All people have the right to an adequate standard of living. An adequate supply of pure, wholesome water has always been a most important factor in the life of an urban center. Where man lives affects how man lives. There are many myths about welfare.	b. What services are available to help the urban poor? (1) Community Action Agency (2) Department of Public Works (Consumer Services) (3) Health Department (4) Legal Aid Bureau (5) Public Housing Development (HCD) (6) Department of Social Services

SAMPLE ACTIVITIES	SUGGESTED SKILLS
Discussion. Have the students collect excerpts on poverty, read them to the class, and reflect on the nature of poverty. Have them analyze the forms of poverty today. Suggested excerpts: –*Autobiography of Malcolm X*, p. 13. –AEP, *The Immigrant's Experience*, pp. 10-14. –*President's Commission on Poverty*, "Conclusion." –SRA, *America, Land of Change: Black*, "Harlem." –Harrington, *The Other America*.	Reflective thinking Reading for specific information
Student Resource. Holmes, *Prejudice and Discrimination*, pp. 20-22. How does prejudice deny minority groups the chance for a better life? Can you find similar examples of job discrimination encountered in Baltimore by returning Black veterans? Invite speakers from the Community Relations Committee, Maryland Human Relations Commission, National Conference of Christians and Jews, and the National Association for the Advancement of Colored People.	Reading for main ideas Critical thinking
Field Trip. Requisition a bus and visit a number of low rent public housing projects. Have the students analyze the projects based upon their observations, newspaper clippings, and interviews with residents. Do these projects seem to meet the needs of the community? Of Baltimore City?	Observing to build frame of reference Comparative analysis Making value judgments
Student Resource. Write to HCD, Information Service, 222 E. Saratoga Street, Baltimore, Md. 21202, or call *727-3400* for a set of booklets entitled *Public Housing-Baltimore*. How are low rent housing projects financed? Who is eligible for low rent housing?	Reading for specific information
Student Resource. Write to: State Department of Employment and Social Services, Social Services Administration, 1315 St. Paul Street, Baltimore, Md. 21202. Ask them for Pamphlet No. 23 (*Helping People to Help Themselves*). What programs are designed to help people help themselves? What are some of the other services available? What are the requirements for these services?	Reading for specific information
Discussion. Why was the choice of the CAA's target area wise or unwise? How would CAA help these people and programs: those with housing problems; youths 16 to 21 who need jobs; a preschool program; a family planning program; child case services?	Developing critical thinking

UNDERSTANDINGS AND GENERALIZATIONS	CONTENT
Criminal activity is directly related to social and economic factors. Urban areas usually experience crime increases before suburban areas. Poverty is a factor in determining the availability of bonding to avoid being jailed prior to trial. Most violent crimes are perpetrated by friends and associates of the victims.	8. Why is crime such a serious problem in Baltimore? a. Why is the crime rate so high in the city? (1) Slum areas (2) Drug abuse increase (3) Law enforcement problems (4) Unemployment (5) Poor housing

SAMPLE ACTIVITIES	SUGGESTED SKILLS
Committee Reports. Contact Bureau of Engineering, Water Division, Publications, Ashburton Filters, 3001 Druid Park Drive, Baltimore, Md. 21215. Ask for several copies of the booklet "The Story of Baltimore's Water Supply" to get information for oral reports.	Writing to government officials
Research. Collect newspaper articles about the clamor for welfare reforms throughout the entire nation. Why is reform necessary? What are some suggested changes for the present system? Evaluate these suggestions.	Using newspapers and current magazines Reflective thinking
Discussion. Why should the philosophy of a department of social services be to help people help themselves in order to strengthen family life and the life of the whole community? Why should the Department of Social Services provide help to a needy individual or family in such a way that they experience no loss of dignity or self-respect? Does the Department do this? If so, how? If not, why?	Listening to reason Withholding judgment until facts are known Giving and accepting constructive criticism
Committee Project. Get informational materials from the Baltimore Department of Social Services, 1510 Guilford Avenue, Baltimore, Md. 21202. Read materials and explain to the class some of the services provided by the Department in the following areas: Health Housing Child-Related Problems Single Parent Counseling Family Planning Protective Services to Children Legal Protection Consumer Protection Education and Training for Employment Day Care Homemaker Service Foster Care Adoptions	Learning how to disagree Giving oral reports Placing ideas in order Keeping to the point Using outlines Participating in a group activity
Student Resource. *Crimes and Justice* (Houghton Mifflin Co.). Have the students read selected passages, pp. 8-35, "Crime and Punishments." Have the students participate in role-play exercises where they can test their values against their society's legal code.	Making value judgments
Student Activity. Have the students make a chart of crimes in their community. What types of crime seem most prevalent? Who are most often the victims? Who are most often the offenders?	Using community resources Collecting information Organizing information Making generalizations

THEME I: HOW IS THE BALTIMORE METROPOLITAN AREA MEETING THE CHALLENGE OF URBAN GROWTH IN AMERICA?

UNDERSTANDINGS AND GENERALIZATIONS	CONTENT

SAMPLE ACTIVITIES	SUGGESTED SKILLS
Student Activity. Here is a chart showing the number of murders in Baltimore City. 1961 - 89 · 1963 - 138 · 1965 - 126 · 1967 - 200 · 1969 - 236 1962 - 106 · 1964 - 142 · 1966 - 175 · 1968 - 239 · 1970 - 231	Using charts and graphs
Baltimore County and Anne Arundel County in 1968 collectively had about the same population as did Baltimore City. Each county had 15 homicides in 1968. What are the implications of this chart?	Making comparisons
Student Activity. Using the printed original *Assault and Robbery*, have the students analyze the patterns of such crime. Correlate this with maps on urban blight, population pressure, and other problems to see what generalizations can be made.	Comparative analysis Making generalizations based on data
Discussion. Have the students find and read articles in newspapers about crime in the Baltimore Metropolitan Area. How does it feel to live in an area of intense criminal activity? What does crime do to the emotions of people living in Baltimore? How does Baltimore's criminal reputation affect the economic development of our city?	Reflective thinking
Student Resource. Fraenkel, *Crime and Criminals*, pp. 33-40. How many factors contributed to the making of a criminal? In your opinion, was Richard a criminal?	Reading for main idea Making value judgments
Directed Reading. Coss, *We Can Save Our Cities*, pp. 34-42.	
Questionnaire. Have students formulate questions on the kinds of crimes committed in the city and the types of people who commit crimes. Use television shows to get ideas.	Learning from observations Developing critical thinking
Discussion. Why do you think there are so many crimes in our city? Are many crimes committed in your neighborhood? Why? Why not?	Reflective thinking Recounting experiences
Resource People. Contact the Community Relations Division of the Police Department and have an officer come to talk about crime in Baltimore City.	Inviting people Listening to obtain information
Inquiry Activity. Use the printed original *Police Department: City of Baltimore* to develop the concept of high-low areas of criminal activity. Give each student a copy of the map and ask for comments. One of the questions which will arise is the uneven size of the nine districts. Have the students suggest hypotheses by analyzing each district. NOTE: The districts are organized on the basis of population, criminal activity, and manpower. The	Recognizing a problem from data Making hypotheses Gathering data Analyzing data Re-evaluating hypotheses

UNDERSTANDINGS AND GENERALIZATIONS	CONTENT
Modern problems demand modern solutions. Police response is quicker today than at any other time in Baltimore's history. Law enforcement techniques have been updated to meet changing kinds of criminal activity. Prevention of criminal activity is a primary goal of law enforcement officers.	b. How does Baltimore work towards reducing its crime? (1) Use of modern techniques (2) Police Community Relations Center
Urban evils are not isolated, but rather they are intimately related to one another. Drug abuse pervades our society at age levels varying from pre-teens to old age.	9. How much of a drug problem do we have in Baltimore? a. Why is this such a big problem in our city? (1) High crime (2) Strikes all age groups (3) Serious problem in schools (4) "Habits" financed by crime (5) Large number of arrests (6) All types of abuse present

SAMPLE ACTIVITIES	SUGGESTED SKILLS
use of computer programming enables district lines to be redrawn to reflect the current situation.	
Speaker. Contact the Community Relations Office of the Police Department in your district to find out what innovations are being used in your area.	Using community resources
Directed Reading. Dicker, *Urban America,* pp. 94-103, "Urban Crime," Dicker, *Your City* (Workbook), pp. 75-78.	Reading for main ideas Reading for specific information
Activities. Select any activities from Dicker, *Urban America,* pp. 104-105.	
Directed Reading. –Goldberg, *Challenges in Our Changing Urban Society*, pp. 204-209. –O'Connor, *Exploring the Urban World*, pp. 370-379. –Coss, *We Can Save Our Cities*, pp. 42-48.	
Research. Find detailed information on the Legal Aid Bureau.	Writing, telephoning to get information Making a report Using community resources
Student Activity. Look through television guides to find out how many programs over a period of time involve drug abuse. Does this number reflect the seriousness of the problem connected with drug abuse? What is the relationship between drug abuse and crime? Education? Poverty? Affluence?	Using local resources Recognizing a problem from data Analyzing information Showing relationships
Discussion. To what extent does drug abuse exist in your school? How are you able to accurately measure the problem? What are some of the reasons for students abusing drugs even though they have been educated about the dangers of drug abuse?	Appraising local situation
Debate. *Resolved:* The war in Vietnam has greatly increased the problem of drug abuse.	
Student Resource. Fraenkel, *Crime and Criminals*, p. 41. How do you feel about these narcotics addicts? What is society's responsibility to them if they are caught?	Reflective thinking
Directed Reading. –Dicker, *Urban America*, pp. 116-129. –O'Connor, *Exploring the Urban World*, pp. 370-379.	Distinguishing main points
Selected Activities. Dicker, *Urban America*, pp. 130-131.	

UNDERSTANDINGS AND GENERALIZATIONS	CONTENT
Urban problems destroy human resources as well as physical resources. Drug programs are often controversial.	b. How does our city try to solve its drug problem? (1) Drug Awareness Within the Neighborhood (DAWN) (2) Northeast Drug Alert (3) Epoch House (4) Johns Hopkins Hospital—Drug Abuse Center (5) Project Adapt—Methadone Maintenance (Provident Hospital) (6) Seekers After a New Direction (SAND). Maryland State Penitentiary drug offenders go into the community to teach about drug abuse.
The urban tax base tends to increase more slowly than urban problems. Many American cities are bankrupt. The solution of social, economic, and political problems in urban areas depends greatly upon the availability of funds.	10. Why does Baltimore City have serious financial problems? a. What are the causes of the money problems in Baltimore? (1) Tax base (2) Public services (3) Increases in the need for borrowing (4) Increased tax rates (5) More state and federal aid needed

SAMPLE ACTIVITIES	SUGGESTED SKILLS
Trip. Dicker *Urban America*, pp. 79-80.	Planning a trip
Student Activity. Collect newspaper articles and pictures concerned with the drug problem in the city.	Finding appropriate pictures and clippings Using newspapers and magazines
Student Activity. Name some books that you have read which contain sections dealing with a drug problem of some kind. Get the book from the library and read to the class excerpts about the drug problem.	Recounting reading experiences Using the library
Student Activity. List movies that you have seen relating to the drug problem.	Recounting experiences Making a list
Discussion. Do you feel that the movies tell the true story of drugs?	Critical thinking
Student Research. Have students find out what services are available in their neighborhoods for drug abuse counseling and treatment. Do they meet the needs of the neighborhood?	Using community resources Making value judgments
Resource People. Have a representative from a drug abuse prevention project visit the class. Students can prepare a list of questions to ask concerning the following: (1) origin of the project; (2) work of the project; (3) kind of people working with the project; (4) financing of the project; and (5) response of people seeking help from the project.	Inviting people Asking good questions Making a questionnaire
Discussion. Which problem is the most serious and harmful in the city, alcoholism or drug addiction? Give your opinion and tell why, or give specific facts to support your answer.	Recounting personal experiences Reflective thinking Learning how to disagree Differentiating fact from opinion
Cartoons. Draw pictures that might suggest a solution to our city's drug problem or that might relate to how the city tries to solve the problem.	Developing creativity Drawing cartoons Reflective thinking
Newspaper Activity. Use the daily newspaper to find cartoons illustrating the money problems of the city.	Locating cartoons
Directed Reading. –O'Connor, *Exploring the Urban World*, pp. 397-403. –Coss, *We Can Save Our Cities*, pp. 110-117. –Dicker, *Your City* (Workbook), pp. 147-154.	Reading for specific information
Summary Discussion. If the state took over the funding of the Baltimore City Public Schools, this would free some money for use in solving other urban problems. Have the students suggest priorities for this money. Have them defend their choices, using what they have studied in this section of the curriculum.	Developing critical thinking Making value judgments

UNDERSTANDINGS AND GENERALIZATIONS	CONTENT
	b. How does the city try to lessen the tax burden or solve its money problems? (1) In education (2) In service charges (3) In admission taxes
Equal education has not been a reality for all Americans. Social change in the form of integration has been strongly resisted by many Americans. Racism on the part of teachers continued long after the doctrine of segregation was declared invalid.	11. Why were there many problems facing the educational system of Baltimore City? a. What are some of the problems in the educational system of Baltimore? (1) Racial problems (2) Exodus of white families (3) Need for more fiscal resources
Violence in the schools has become a major problem for the community as a whole. Violence in the schools is a complex social problem.	(4) Classroom problems

SAMPLE ACTIVITIES	SUGGESTED SKILLS
Directed Reading. –O'Connor, *Exploring the Urban World*, pp. 397-403. –Dicker, *Your City* (Workbook), pp. 154-155.	Reading for specific information
Word Study. (1) *segregation*–the separation or isolation of a race, class, or ethnic group by enforced or voluntary residence in restricted areas, barriers to social intercourse, separate educational facilities, and other discriminatory means. (2) *integration*–incorporation as equals into society; ending segregation of society.	Defining and analyzing important terms
Discussion and Inquiry. To what extent is segregation still evident in Baltimore? In other parts of the country?	
–In our Constitution is there any evidence that segregation is legal? Illegal?	Using primary resources
–In what ways are the concepts of segregation and integration subject to personal values? Would these values change in different parts of the country? In different parts of Maryland?	Reflective thinking
–What persons or groups have historically supported racial segregation? (KKK, Garveyism, Elijah Muhammed.) Is there support today for racial segregation? (KKK, John Birch Society, White Citizens Councils, Black Panthers, Black Muslims.) To what extent are these groups supported by society as a whole?	Using the resources of the library
–Why did segregation continue after the Civil War? (AEP, *Race and Education*, pp. 20-25.)	Reading for main idea
–How was segregation attacked by the Supreme Court? (AEP, *Race and Education*, pp. 6-19.)	
–How has the movement for integration of schools been resisted by whites? Blacks? Chinese? (AEP, *Race and Education*, pp. 26-43.)	Comparative analysis Using primary resources
–To what extent is prejudice still evident in our classrooms? How can you tell? (AEP, *Race and Education*, pp. 44-48.)	Developing critical thinking
–To what extent are Baltimore's schools integrated? (A question may arise concerning what sort of ratio defines integration. One formula is 70%–30%, majority to minority.) How many of our schools are segregated in fact? What has been done to promote integration?	Using community resources Investigating community problems
Student Interviews. Have a group of students conduct interviews with friends who have recently dropped out of school. Have another group of students interview people over thirty who dropped out of school. Make up a questionnaire to be used by interviewers. Analyze the findings. Were the reasons for	Making interviews Developing structure Analysis of data

UNDERSTANDINGS AND GENERALIZATIONS	CONTENT
Traditionally, public education has not met the needs of all its students. Racism is a factor in many of our educational problems. The most relevant curriculum is one which deals with the problem-generating features of the culture. Educators have the responsibility to help each student develop a positive self-image.	(5) The curriculum
Traditionally, social studies education has focused on the teacher teaching rather than on the learner learning. There are many alternatives in selecting the types of learning experiences for students. The terms *open* and *closed* often are used to describe the learning environment set by a teacher.	(6) Classroom instruction
Public education is supported by public funds and subjected to public control. An ideal school is one in which parents, teachers, and students take an active role in determining the nature of the program.	(7) Control of education

SAMPLE ACTIVITIES	SUGGESTED SKILLS
dropping out the same or different for each of the two groups? Do drop-outs seem to regret the decisions? Can we really believe the information which has been collected? Why? Why not?	Drawing conclusions from data
Student Activity. Collect several curriculum guides of social studies and separate them into groups according to when they were written. Divide the students into groups and have them analyze the guides to see what the thrust of instruction was to have been. Give them guide questions to channel their investigation. (1) How much time is devoted to the 1900s? (2) How much coverage do minority groups receive? (3) Are there activities which lead students to investigate their community? Give each group a chance to report its findings. Then ask students if they can see how social studies education is changing. Do they agree with these changes? Can they see why all people have not been satisfied with what was taught in the past? Do they think more people today are satisfied with the curriculum?	Using primary resources Analysis of information Developing public speaking Reflective thinking
Student Resource. Seely, *Education and Opportunity*. Have students read the article "Teachers Talk Too Much," pp. 54-57. Do they agree with the conclusions? Is the article objective? How would they like to be taught? Another article, "Let's Change the Schools," deals with the Parkway School in Philadelphia. It presents the antithesis of the closed school.	Reading for main idea
Field Trip. For certain students, a field trip to an open space school might be an enriching experience. There are a number of open space schools in Howard County, Anne Arundel County, and Baltimore County if you would like to correlate this trip with some other aspect of urban studies. In Baltimore City, there are several elementary schools with the open space concept. Two of these are Schools 4 and 251. There are no secondary schools with the open space concept. Develop with the students a list of things to look for.	Using community resources Observing for specific information
Student Investigation. Have students find out who the members of the School Board are and something about their backgrounds. What are their duties? When and where do they meet? In what ways do they represent community control of education? Was the Commission on Revision of the Social Studies an example of the community expressing its needs? In what ways have racial attitudes caused students to use the School Board to express their feelings?	Researching for specific information Developing critical thinking

UNDERSTANDINGS AND GENERALIZATIONS	CONTENT
	b. How is Baltimore trying to solve its educational problems? (1) Decentralization (2) New counseling techniques (3) Crisis program (4) Free lunch program (5) Free transportation (6) Variety in curriculum (7) More student participation in the decision-making process (i.e., student membership on the Board of School Commissioners; "Students' Bill of Rights") (8) Establishment of grievance committees within the schools (9) Increased emphasis in reading (10) Extensive in-service training for teachers (11) Striving for more integration in the schools (12) Seeking increased aid from the state and federal governments

(13) Other problems may be added to the ones already listed, such as:
- (a) Recreation
- (b) Health
- (c) Unemployment (may be discussed under poverty)

This list of problems is very exhaustive and all of them need not be discussed. Choose from the ones that are of most interest to the class.

SAMPLE ACTIVITIES	SUGGESTED SKILLS
Student Resource. Seely, *Education and Opportunity.* Have one of the best students read "Is the School Board the Key?" pp. 62-64. Have this student report on how he feels about the article.	Reading for main idea Making a report
Student Resource. AEP. *Race and Education,* pp. 49-52. To what degree are student rights involved? To what degree is racism a factor? How does the Battle of Stonehill High compare to the Urban High Incident? Seely, *Education and Opportunity,* "A Student Poses Hard Questions," pp. 80-82; "Student Appearance and the School," pp. 82-83; "The Supreme Court and Student Dissent," pp. 89-91; "A High School Bill of Rights," pp. 91-92.	Reading for main idea Making a value judgment Comparative analysis
Directed Reading. –Dicker, *Urban America,* pp. 52-56. –Coss, *We Can Save Our Cities,* pp. 67-80.	
Selected Activities. –Dicker, *Urban America,* pp. 62-63. –O'Connor, *Exploring the Urban World,* pp. 303-309 –Goldberg, *Challenges in Our Changing Urban Society,* pp. 253, 279, 320, 321. –Dicker, *Your City,* pp. 45-48, pp. 50-51.	
Directed Reading. –Dicker, *Urban America,* p. 57. –O'Connor, *Exploring the Urban World,* p. 298, paragraph 7.	Reading for specific information Suggesting solutions
Selected Activities. –Dicker, *Urban America,* pp. 62-63. –Dicker, *Your City,* pp. 49-50.	Developing critical thinking Presenting conflicting views and statements
Discussion. What suggestions could you give toward improving your school? How can you as a student make your school better?	Reflective thinking Suggesting solutions Recounting experiences
Student Activity. Have students make a list of suggested solutions for resolving some of Baltimore's educational problems.	Suggesting solutions Making a list

UNDERSTANDINGS AND GENERALIZATIONS	CONTENT
Careful planning must accompany any change. City planning is the designing of a city to meet future needs and to correct old errors. Planning helps prepare for growth, gives direction for growth, and encourages efficient and economic use of resources.	I. How is Baltimore planning for the future? 1. Why is planning important to our city? a. To solve in an orderly way the many problems that we face b. To provide our population with the new facilities that they want and need c. To design the city to meet future needs

SAMPLE ACTIVITIES	SUGGESTED SKILLS
Using Photographs. Show the class photographs of parts of the city before and after urban improvement has occurred. Ask pupils to point out significant differences.	Interpreting photographs Recognizing differences
Directed Study. Read Information Card No. 7, "Planners at Work," from Ginn's kit *Urban Action: Planning for Change*. Be prepared to discuss these questions: (1) What kind of process is city planning? (2) How was planning emphasis shifted from design to social problems? (3) List the six steps in city planning. (4) How do surveys of community opinions and predictions of future change fit into the six steps in city planning?	Telling main ideas Skimming and summarizing material
Local Area Planning. Local area planning seeks to deal with problems and potentials of the city's communities as individual centers of urban life, as well as interrelated parts of the city as a whole. Planning becomes a shared experience. How does local area analysis or local area planning give the neighborhood residents a voice in planning for the future?	Developing critical thinking Exercising judgment
Film. Show filmstrip *Planning Our Cities* (Current Affairs Films, 527 Madison Avenue, New York, N.Y. 10022). This film shows how city planning commissioners are trying to direct city growth.	Watching and listening intently Interpreting audio-visual material
Writing for Information. Students may write to the United States Government Office for such free pamphlets and documents as: *The Urban Renewal Program, Urban Renewal: What It Is, Children and Youth in an Urban Environment*, and others pertaining to the urban crisis. They should then skim the material and report their findings to the class.	Using community resources Sharing ideas and information Telling main ideas
Directed Reading. Use one of the following: Goldberg, *Challenges in Our Changing Urban Society*, pp. 289-291. O'Connor, *Exploring the Urban World*, pp. 407-414.	Reading for specific information
Creative Writing. What will your city be like fifty years from now? Try to look ahead and then describe in three paragraphs your future city.	Seeing cause and effect relationships Improving writing skills
Discussion. Comment on this statement: The prosperity and happiness of the teeming millions who dwell in the city are closely bound up with that of America, for if the city fails, America fails.	Listening to the reasoning of others

UNDERSTANDINGS AND GENERALIZATIONS	CONTENT
Metro Center is unique among regional centers in its variety of educational, medical, religious, and governmental institutions; in its entertainment and cultural functions; in its historic buildings and places; as well as in its central location. Metro Center will increase the variety and strength of all urban resources, serving all citizens of metropolitan Baltimore.	2. How will some of the projects that are planned for Baltimore help our city to become a better place in which to live? a. How is the Metro Center an important part of Baltimore's planning for the future? (1) Goals of Metro Center (2) Areas included (3) Criticisms of Metro Center b. Why are there objections in some sectors to the proposed Camden Sports Stadium?

SAMPLE ACTIVITIES	SUGGESTED SKILLS
Writing for Information. Write to various agencies of the city, state, and federal governments to find out about plans for the Metro Center of Baltimore. Suggested sources: –Baltimore City Department of Planning, 222 E. Saratoga St. –Baltimore City Department of Housing and Community Development, 222 E. Saratoga St. –United States Department of Housing and Urban Development, Mercantile Bank and Trust Building, Hopkins Plaza.	Using community resources Writing for information Interpreting pictures, graphs, and tables
Current Events. Using newspaper articles from Baltimore City papers, students may choose and report on those articles pertinent to the Metro Center. Many articles appear now and they represent the latest information on the Metro Center.	Using newspapers and current magazines
Map Study. Small groups of students using large maps of the city of Baltimore (Scale: 1 inch = 1,000 feet) can locate the boundaries of the Metro Center and find its subdivisions and smaller connecting areas. After positive identifications, the center and areas may be marked off.	Interpreting maps Orienting one's direction Devising symbols for maps Reviewing cardinal directions, latitude and longitude
Class Excursion. Take a class tour of the entire Metro Center or some other areas at the end of the school year to note progress and changes. Written reports or maps may be developed to note progress of buildings and renewals.	Establishing a geographic region
Model Map Study. Small groups of students, using model maps of Metro Center as it may be developed, locate the large and small sections of the area as well as the B & O Railroad Yards, Pratt Boulevard, Police Headquarters, Waxter Center, Seton Hill Historic District, Pennsylvania Station, Mercy Hospital Expansion, Post Office Expansion, etc. These model maps may be obtained from the Baltimore Department of Planning.	Becoming familiar with map symbols Locating places on maps Using aerial photographs
Project. Think about the work to be done in the various public and private buildings of Metro Center. Make a list of employment possibilities in the following fields: white collar jobs; service and laborer jobs; high-skill industrial jobs; professional services; administrative jobs in finance, business, and government. Relate to previous work on job opportunities available in the Baltimore Area.	Following directions Keeping ideas in order Listing
Debate. (1) The goals and plans for Metro Center will aid the poor, the unskilled, the uneducated, and the Blacks of the inner city. (2) The Metro Center can become a major employment and training resource for the Black population of Baltimore City.	Listening to reason Learning how to disagree

UNDERSTANDINGS AND GENERALIZATIONS	CONTENT
Transportation services within Baltimore, both bus and automobile, must be developed to meet the needs which they must serve. An intelligent and aggressive transportation policy, coupled with a program for action and a commitment to total social, economic, and environmental change, can enable Baltimore to build a better quality of urban life. Quick and easy solutions to difficult traffic problems do not exist.	c. How will the Rapid Transit System change Baltimore? (1) Goals of Mass Transit (2) Characteristics of system (a) Routes (b) Stations (c) Fares (d) Coordination with other means of travel *This topic may have been explored under the section dealing with the problems of the city and their solutions. If so, it is not necessary to discuss it in detail again.*

SAMPLE ACTIVITIES	SUGGESTED SKILLS
Map Project. Obtain CBD maps from the Baltimore City Department of Planning and compare downtown in 1896, in 1971, and as it is proposed to be in 1985.	Interpreting maps Becoming familiar with map symbols Making comparisons
Posters. Students may make posters depicting some aspects, areas, or buildings of Metro Center. Students may also make posters and charts illustrating the future city.	Illustrating ideas
Map Study. (1) On a map of Baltimore, try to pinpoint the spots where traffic congestion is heaviest during the morning and evening rush hours. Listen to local radio traffic-check broadcasts for your information. Compare individual maps. (2) On a map of Baltimore, chart the route of several buses. Check the bus schedules. Discuss the strengths and weaknesses of one of the bus routes with which you are familiar.	Collecting and analyzing data Interpreting maps Giving constructive criticism
Interviews. (1) Interview a taxi driver for his opinion on the transportation situation in Baltimore. (2) Interview a regular bus rider to get his opinion on the urban transit jam.	Interviewing
Resource. *Urban Action: Planning for Change* (A multi-media kit, Ginn & Co.). Show Filmstrip 9. Emphasize the frames related to transportation in the city. Emphasize that a good city design must channel the flow of vehicles and provide for better parking facilities in order to free the streets and squares for pedestrians. Some of the frames show how streets can be exciting and colorful places.	Interpreting filmstrip frames and information Listening intently to filmstrip records Pointing out false ideas
Reports. Coss, *We Can Save Our Cities*, pp. 13-20. Read the chapter "Car-Jammed Streets." Discuss the cost of traffic jams, rapid transit hopes, and Japan's progress in its rapid transit systems.	Placing ideas in order Keeping to the point Using outlines
Survey. Have students interview other students in the school to discover the percentage of those whose parents own cars. Summarize the information in chart form.	Asking questions Interviewing Collecting and organizing information
Debate. Rapid mass transit will never replace the automobile as a mover of urban passengers.	Keeping to the point Presenting conflicting views and statements Taking turns Following rules and laws of debating

THEME I: HOW IS THE BALTIMORE METROPOLITAN AREA MEETING THE CHALLENGE OF URBAN GROWTH IN AMERICA?

UNDERSTANDINGS AND GENERALIZATIONS	CONTENT

SAMPLE ACTIVITIES	SUGGESTED SKILLS
Committee Work. Have a group of students read and report on a few of the chapters from *The Traffic Jam* by Gerald Leinwand. This is one of the paperbacks in the "Problems of American Society" Series published by Washington Square Press of New York.	Interpreting titles Re-reading for classification
Discussion. *Urban Action: Planning for Change* (A multi-media kit, Ginn & Co.). Have a student read and report on Information Card 28, "Urban Transportation." These topics should be discussed: Relation of Transportation and the Growth of Cities; Why We Don't Have Good Transportation; and Subways, Moving Sidewalks, and VTOL.	Telling main ideas Asking questions Differentiating fact from opinion
Research. Investigate the expressway and mass transportation pattern proposed for Baltimore City. What factors are considered in developing a mass transportation plan for the city? What factors do you think should be considered? What is the process of transportation planning in Baltimore? Why are there controversies over highway construction? What are its benefits and drawbacks? What effects do expressways have on neighborhood communities? How can the conflict between the need of the city as a whole for new highways and the resistance of neighborhoods to highway construction be resolved? What are the alternatives to highway construction? NOTE: See the policy statement of the Baltimore City Department of Planning entitled *Baltimore: Transportation Facilities.* Included is a map of the transportation plan of Baltimore City adopted March 6, 1970. Call *396-4307* for information. See also *Baltimore Plans*, a publication of the Baltimore City Department of Planning, and current newspaper articles.	Tracing routes Presenting conflicting views Withholding judgment until facts are known Recognizing problems and pursuing a logical approach for their solution Using appropriate resources
Map and Statistical Study. Obtain a copy of the *Baltimore Region Rapid Transit System—Phase 1* from the Director of Community Services, Mass Transit Administration, 1515 Washington Blvd., Baltimore, Md. 21230, or from the Enoch Pratt Free Library. Note particularly the map of the routes proposed on p. 3. What directions will the mass transit routes take? Where will the stations be located? How will other means of transportation connect with the mass transportation system? Why do you think these routes were chosen? How will they affect the people in your neighborhood?	Using community resources Using map directions Using map symbols Tracing routes on maps
Field Trips. (1) Visit the Baltimore-Washington International Airport. What problems are seemingly prevalent there? Obtain information concerning how many passengers arrive at and depart from the airport daily. (2) Visit the Penn Central Railroad Station. Comment on its appearance. Obtain informa-	Observing carefully Identifying difficulties and problems

UNDERSTANDINGS AND GENERALIZATIONS	CONTENT
New techniques have been developed in urban planning, citizen participation, relocation, and integration. The ultimate aim of urban renewal and rehabilitation is to improve the environment in which city people live, work, and play. Urban living requires widespread participation in community improvement programs. Planning for the future of a city requires the coordinated effort of federal, state, and local officials. The Federal Government will inevitably play a large role in the future of the American city.	d. What other efforts are being made to plan for Baltimore's future? (1) Model Cities (2) Baltimore City Department of Housing and Community Development (3) Federal Department of Housing and Urban Development (4) Other programs (proposed Camden Sports Stadium, etc.)

SAMPLE ACTIVITIES	SUGGESTED SKILLS
tion concerning how many passengers arrive at and depart from the station daily. (3) Visit a bus terminal in the city. How busy was it compared with the railroad station? Obtain information concerning how many passengers arrive at and depart from the station daily.	
Inquiry. (1) What could be the proper balance between a public mass transit system and the use of automobiles? (2) Why would some citizens object to the building of subways or elevated transportation as a means of public transit? (3) Why have the problems of street and highway safety become more severe? How do you account for the fact that they have been badly neglected? (4) Should a mass transit system make a profit? Why or why not? It is sometimes proposed that a mass transit system be made entirely free. Would this be a good or bad idea? If it were free to passengers, how would it be paid for? (5) Why do some Americans believe that the subway era has not reached its peak? What are alternatives to subways? (6) How might a community find new ideas for finding space in which to park cars? (7) In what way does our Maryland Department of Transportation parallel developments by the Federal Government? (8) What should be the future role of the Federal Government in urban transportation? (9) What modes of transportation may your children and grandchildren use in the future? Why will these modes of transportation be likely to differ greatly from those in use today?	Asking questions Selecting facts and ideas Locating books related to certain subjects Pointing out false ideas Differentiating fact from opinion Listening to reasoning Appreciating the opinions of others Making choices and decisions
Committee Work. Assign several class committees to make a study of their communities. List items that require improvement. Pupils might look for streets and houses that require repairs. They might also indicate needs, such as an additional bus route or a new school, library, playground, recreational center, or hospital. The pupils will be assessing the needs of their own communities.	Observing carefully Identifying difficulties and problems
Inquiry. (1) Model Cities runs day care centers for children as well as for senior citizens. Why are both types of centers needed? Which one is the more important? Why? (2) In some Model Cities areas or councils, well-baby clinics are open in the evenings between five and nine p.m. Why is this a good idea? (3) Recreational centers are open at night, on Sundays, and on holidays. What good does this do in addition to providing additional employment? (4) Day care centers are presently for children between three years of age and school age. Do you believe they should have them for children who are younger? Why? (5) Model Cities has purchased trucks and sweepers to be used in addition to the regular sanitation service. These are used on an every-	Looking for tentative answers Testing tentative answers Drawing conclusions Following rules of class discussion Taking turns Listening to reason

THEME I: HOW IS THE BALTIMORE METROPOLITAN AREA MEETING THE CHALLENGE OF URBAN GROWTH IN AMERICA?

UNDERSTANDINGS AND GENERALIZATIONS	CONTENT

SAMPLE ACTIVITIES	SUGGESTED SKILLS
other-day basis. Sidewalks, as well as streets, are cleaned. How do Model Cities areas profit from this service? Is this too much service? Why or why not? (6) Model Cities tries to bring about changes in the attitudes of persons performing services for Model Cities citizens. Why do some people dislike going to health clinics? How may clinics better serve the community if they have day and night hours? (7) In a community learning center, there might be classes in photography with all materials supplied. Is this a good idea or a waste? Why or why not? (8) Why does Model Cities provide transportation for the young, youth, and the aged to and from centers and to recreational and cultural events? (9) Model Cities offers a program of vocational training to slightly handicapped persons. Why is such training worthwhile for an individual, his family, and the city?	
Using City Department. Have several students gather pamphlets and booklets from the Baltimore Department of Housing and Community Development. After skimming the materials, have them discuss these questions: (1) How is HCD improving existing urban housing in the city? (2) How are new urban renewal projects being planned for the future? (3) How is HCD asking for help from the citizens of the city? (4) Why is Baltimore's Department of Housing and Community Development more concerned with people than with houses? (5) Which of these goals of HCD is the most important: enforcing the building and housing codes, building and managing the city's public housing, or developing a dynamic program of urban renewal?	Skimming for information Summarizing materials Grouping related ideas Making choices and decisions Defending opinions
Letter Writing. Have a committee write a letter to the Secretary of the Department of Housing and Urban Development. Inform the Secretary about the work being done in class on urban studies. Request materials for the class which explain the work of the Department and the major problems it is attacking. The material may be used many times during the year. When received, decide how these materials are related to problems and plans in Baltimore.	Using community resources Writing to governmental agencies
Report. Have a student read and report on the article "What New Urban Department Will Do," *U.S. News and World Report*, August 30, 1965. Have the student emphasize these items: (1) why the Cabinet's position became necessary; (2) problems the Department will handle; (3) programs the Department will handle; (4) possibility of the Department's growth in size, responsibility, and influence.	Locating magazines and periodicals Recording main ideas

THEME I: HOW IS THE BALTIMORE METROPOLITAN AREA MEETING THE CHALLENGE OF URBAN GROWTH IN AMERICA?

UNDERSTANDINGS AND GENERALIZATIONS	CONTENT

THEME I: HOW IS THE BALTIMORE METROPOLITAN AREA MEETING THE CHALLENGE OF URBAN GROWTH IN AMERICA?

SAMPLE ACTIVITIES	SUGGESTED SKILLS
Report. The man who was made the Secretary of HUD in January 1966 was a Black man, Robert C. Weaver. The department was created in 1965. Mr. Weaver became the first Black man in any President's Cabinet and was a great force behind the Model Cities Program. Read his biography and make a short report on his life. See: Edmonds, *Black Faces in High Places;* Adams, *Great Negroes Past and Present.*	Locating books related to subject Reporting on important people
Discussion. (1) The Federal Government has no right to take advantage of fund-starved cities to force them to build the type of urban areas that the United States Government has in mind. (2) The billions of dollars spent on the cost of the war in Vietnam delayed improving conditions in the ghettos of American cities. (3) Federal programs do not force cities to do anything against their will. Cities which accept federal programs are rewarded and assisted by the Federal Government for good planning and creative ideas.	Differentiating fact from opinion Withholding judgment until facts are known Developing critical thinking Seeing cause and effect relationships
Directed Reading. –Goldberg, *Challenges in Our Changing Urban Society,* "City, State, and Federal Cooperation," pp. 328-337; "Rebuilding Old," pp. 293-296. –Dicker, *Urban America,* pp. 214-225; 228-239. –Coss, *We Can Save Our Cities,* pp. 118-128. Use some of the following questions: (1) Why may future "dream cities" not materialize? (2) How can our cities be helped? (3) Why has it been such a slow process to solve urban problems? (4) How are HUD and Model Cities connected? (5) In what ways have Detroit, Philadelphia, and St. Louis been successful with their Model Cities Programs? (6) Why did Model Cities receive more federal funds? (7) How does Model Cities work with local authorities? (8) How can private businesses and industries support Model Cities? (9) What is a "balanced community"? (10) How good an idea is the Urban Renewal Corporation?	Reading for specific information
Discussion. Cities in the year 2000 might turn out to be no better than the haphazard urban world of today.	Developing critical thinking Differentiating fact from opinion

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THEME II

THEME II: HOW HAS URBANIZATION IN THE STATE OF MARYLAND BEEN INFLUENCED BY GEOGRAPHICAL FEATURES, ECONOMIC DEVELOPMENT, AND URBAN PLANNING?

Introduction

The thrust of this unit on Maryland is a comparative analysis of four urban areas across the state. The three urban areas of Salisbury, Annapolis, and Hagerstown were selected because they represent three different types of cities and illustrate the wide diversity of forces and factors which influence urban growth. This unit emphasizes the urban functions of these cities rather than the cities themselves. The fourth urban area, the city of Columbia, was chosen for what it is supposed to represent—the best that man has been able to do in coping with the problems of urban growth.

Because of the unique nature of this unit and the constant changes occurring in these urban areas, it is imperative that each teacher continue to research information concerning the areas involved. Information from the 1970 Census should prove greatly beneficial. The newspapers for each city are also good resources.

It is to be expected that some of the conclusions reached with the included information may not be valid a year or two from now. In that sense, then, this is a unit which must be constantly updated to reflect the current situation.

Objectives

1. Each student should be able to tell which of Maryland's boundaries are natural and which are man-made.
2. Each student should be able to name the major physical regions and describe two characteristics of each.
3. Each student should be able to list three ways in which the growth of urban areas may be influenced by the geography of the area.
4. Each student, when given a map of Maryland, should be able to name the major water bodies and locate the cities studied in the unit.
5. Each student should be able to name the economic base for each city studied in the unit.
6. Each student, when given a list of the functions performed by urban centers, should be able to identify which are performed by each city studied in the unit.
7. Each student should be able to list four ways in which cities are dependent upon their immediate surrounding areas.
8. Each student should be able to list problems facing urban areas today.
9. Each student should be able to list four objectives of the new city of Columbia.
10. Each student should be able to list two strengths and two weaknesses of Columbia's efforts to solve the urban dilemma.

THEME II: HOW HAS URBANIZATION IN THE STATE OF MARYLAND BEEN INFLUENCED BY GEOGRAPHICAL FEATURES, ECONOMIC DEVELOPMENT, AND URBAN PLANNING?

UNDERSTANDINGS AND GENERALIZATIONS	CONTENT
One of the oldest problems of man has been the establishment of political boundaries. The history of Maryland's boundary disputes has been determined in part by her geography. The major geographical regions in Maryland run north and south. Rivers play an important part in the establishment of boundaries. Maryland's history is filled with controversy over its boundaries. The Mason-Dixon Line has served as the dividing line between the North and the South. Rivers have played a more important role in determining county lines than they have played in determining state borders.	A. What is the relationship between geography and the boundaries of Maryland? 1. What are the natural regions of Maryland? a. Atlantic Coastal Plain b. Chesapeake Bay c. Piedmont Plateau d. Appalachian Highlands 2. What are the major rivers of Maryland? a. Wicomico b. Choptank c. Susquehanna d. Patapsco e. Patuxent f. Potomac 3. How have the borders of Maryland been established? a. Mason-Dixon Line—political b. Trans-peninsula boundary—political c. Maryland, Eastern Shore and Virginia, Eastern Shore—political and geographic d. Maryland, Western Shore and Virginia, Western Shore—geographical e. Maryland, West Virginia—political 4. How are the county lines of Maryland determined? a. All counties have borders which in part are geographical b. Many counties have borders which in part are political

NOTE: The teacher and students should plan together to collect contemporary materials regarding the economic, social, and political development of the four Maryland cities which are the subject of Theme II. Having obtained these facts and statistics, they would then devise supplementary activities that would further their understanding of the similarities and differences that exist among these four urban centers.

SAMPLE ACTIVITIES	SUGGESTED SKILLS
Inquiry. (Allow several days for completion.) *Step 1.* Give each student a copy of a printed original on Maryland and the surrounding area. Ask the students to find Maryland. This will point out the problem to be solved—how boundaries are determined.	Recognizing a problem from data
Step 2. Using the same map, have students identify the major geographical regions. They should be able to see four areas of different elevations and the Chesapeake Bay. Then, using *Geography of Maryland,* films, and filmstrips already in the school, investigate each of the regions to find: the names of the regions; the characteristics of each region (climate, topography, rivers, population centers); and the direction in which each region flows (N-S, E-W).	Organizing and classifying material
Step 3. Using information on the natural regions of Maryland, ask the students to draw in the boundaries of Maryland using *only* natural features on the map. Can this be done? Why not? How else can borders be determined?	
Step 4. Give each student a copy of a transparency showing Maryland's state and county lines. Superimpose this transparency over a physical features map. Which of our state borders are natural? Which of our state borders are man-made? Which of our county lines are natural? Which of our county lines are man-made?	Interpreting maps
Step 5. What generalizations can students make about Maryland's state and county lines? What hypotheses can students make about state and county lines in general?	Making generalizations and formulating hypotheses
Step 6. Test these hypotheses on such states as Georgia, Colorado, and Louisiana. Compare those states east of the Mississippi with those west of the Mississippi. How has the growth and development of the United States influenced the determination of boundaries?	Testing hypotheses
Student Research. Have a student research the formation of Maryland's state lines. Two excellent books at the Enoch Pratt Free Library are *The Story of Delaware-Pennsylvania-Maryland Boundaries* (F177.81533q) and *The Maryland-Pennsylvania and Maryland-Delaware Boundaries* (F177.81B3). For other information, see Bibliography. How did colonies determine their claims? Why did these claims overlap? Who was Augustine Herman and what contributions did he make? How did the Mason-Dixon project come about? What did they accomplish? Is there any evidence of serious border controversy? Why was there no problem determining the Maryland-Virginia border?	Using the resources of the library Making a report Organizing information

UNDERSTANDINGS AND GENERALIZATIONS	CONTENT
Many factors, both physical and cultural, combine to influence the location and growth of an urban area. Urban settlements differ in nature from one another. The growth of urban areas is greatly influenced by location. Many urban areas have been dependent upon rivers for their growth.	B. How have history, geography, and economics influenced the growth and development of urban areas in Maryland? 1. How have the following factors influenced the growth of the city of Salisbury and Wicomico County? a. Location (1) Centrally located on Delmarva Peninsula (2) At head of Wicomico River (3) Close to large urban area (Baltimore) (4) Close to Chesapeake Bay and Atlantic Ocean (5) Development as transportation center
The land of Wicomico County is well suited for farming as well as other economic activities.	b. Physical features (1) Flat land, easily tilled (2) Fertile soil for farming (3) Natural windbreaks to prevent erosion (4) River for transportation and fishing
Salisbury's climate has been an important factor in the development of agriculture.	c. Climate (1) Mild, even weather (2) Long growing season (3) Good, even distribution of rainfall
The availability of raw materials on Maryland's Eastern Shore is limited.	d. Natural resources (1) Fertile soil (2) Wild animals for fur trapping (3) Small deposits of iron ore (4) Shad and other food fish (5) Good supply of timber

THEME II: HOW HAS URBANIZATION IN THE STATE OF MARYLAND BEEN INFLUENCED BY GEOGRAPHICAL FEATURES, ECONOMIC DEVELOPMENT, AND URBAN PLANNING?

SAMPLE ACTIVITIES	SUGGESTED SKILLS
Student Project. Have a student make a three-dimensional map of Maryland showing the major regions. Use clay or papier mache, but try to be as accurate as possible. Put the project in front of the class (or group) and pull down a wall map of the physical features of the United States. In what way is Maryland representative of East Coast states? Is Maryland representative of West Coast states? Why? Why not?	Perception Communication
Student Report. Have students who have lived in other parts of Maryland make reports to their classmates on the nature of their former communities. In what ways did the community reflect the geographical characteristics of the region? How would the community compare with Baltimore? What were the advantages and disadvantages in living there?	Making a report Establishing a geographic region Evaluating
Directed Reading. Rollo, *Ask Me! (about Maryland)*, pp. 5, 27.	Reading for specific information
Map Study. Rollo, *Ask Me! (about Maryland)*, pp. 7-8.	Interpreting map symbols
Audio-Visual. Use the filmstrip *The Eastern Shore and Chesapeake Bay Region*, Joseph Mealey Associates, to illustrate the effects of climate and land forms upon the inhabitants.	Looking and listening carefully Recognizing cause and effect
Directed Reading. –Blood, *Geography of Maryland*, pp. 11-20. –Cameron, *Let's Learn About Maryland*, pp. 79-82. –Rollo, *Ask Me! (about Maryland)*, pp. 11-12.	Reading for specific information

UNDERSTANDINGS AND GENERALIZATIONS	CONTENT
	e. Economic activities (1) Early period (a) Mostly farming (b) Cotton, tobacco, flax, food crops, livestock (c) Some fishing—shad (d) Some trading—food, furs (2) Post-Civil War period (a) Farm emphasis shifts to fruits and vegetables—strawberries, corn, peaches, apples (b) Railroad increases trading (c) Grain and lumber mills (3) Today (a) Broiler industry with related industries—hatcheries, feed mills, processing plants (b) Truck farming and soybeans (c) Retail trade
	2. How many factors combined to influence the growth of Annapolis?
The Chesapeake Bay has played a leading role in the growth and development of many Maryland cities.	a. Location (1) On Western Shore of Maryland (2) On the Chesapeake Bay (3) On the Severn River (4) South of Baltimore-Washington corridor b. Physical features (1) Mostly low and flat (2) Hills in northwest part (3) Some areas poorly drained (4) River for transportation and fishing
The Atlantic Coastal Plain has been an area which is favorable to urban growth.	c. Climate (1) Mild, even weather (2) Long growing season (3) Good, even distribution of rainfall (4) Vulnerable to severe storms from northeast d. Natural resources (1) Crabs (2) Oysters (3) Clams (4) Fish

SAMPLE ACTIVITIES	SUGGESTED SKILLS
Photograph Study. Look at the aerial photograph of Salisbury (Blood, *Geography of Maryland*, p. 18). How can photographs help us to learn about a city? Compare this photograph with a street map of Salisbury (usually a part of Maryland State or Wicomico County road maps). Locate the main highways and water bodies. How are photographs used in making maps? These photographs may then be compared with topographical maps of the city at a scale of 1:24,000 available from the U.S. Geological Service, Washington, D.C. 20242 (50 cents each). These show physical features, natural resources, and natural land and water access routes.	Using aerial photographs to make generalizations Tracing routes on maps Making comparisons Interpreting topographic features
Audio-Visual. Filmstrip *Colonization and Settlement of Maryland*, Joseph Mealey Associates. Frames 22-31 develop the concept of why Annapolis grew and came to be our state capital. Did Annapolis get to be our capital by accident or did geography have something to do with it? How can you defend your answer?	Observing Making a hypothesis Supporting a hypothesis

UNDERSTANDINGS AND GENERALIZATIONS	CONTENT
Annapolis depended upon one-crop agriculture and trading for her economic livelihood prior to the Civil War. Annapolis had a bright future until the Revolutionary War.	e. Economic activities (1) Early period (a) Trading center (b) Governmental center (c) Naval Academy (d) Tobacco
The rise of Baltimore as a port resulted in the decline of Annapolis as a trade center. The growth of the railroad actually contributed to the decline of Annapolis.	(2) Post-Civil War period (a) Trade declined, taken over by Baltimore (b) Tobacco farming declined, slaves freed (c) No new industries
Annapolis today depends heavily upon federal, state, and local governmental offices for its economy. The Naval Academy, the Chesapeake Bay, and historical houses make Annapolis a great tourist attraction. Many residents capitalize upon governmental and tourist functions for commerce and retail trade.	(3) Present day (a) Governmental center (b) Tourist attraction (c) Boating industry (d) Naval Academy (e) Retail trade
Among the factors involved in locating an urban settlement are topography, access to transportation, and availability of water.	3. What factors have influenced the growth and development of Hagerstown? a. Location (1) In the Appalachian region (2) In the Great Valley (3) Intersection of Route 40 and Interstates 81 and 70 (4) On Antietam Creek (5) Seventy miles from Washington, D.C., and Baltimore

SAMPLE ACTIVITIES	SUGGESTED SKILLS
Field Trip. Plan a field trip to Annapolis either by automobile or on the M.V. *Port Welcome.* Make a check list of procedures to follow and interesting places to see in Annapolis. Contact the Port Administration for information about the boat trip and also contact Historic Annapolis, Inc., for information about guided tours that are available.	Making plans Following directions Calling or writing for information
Gathering Information. Compile a list of interesting things to see and places to go in Annapolis. Write to the Tourist Division, Maryland Department of Economic and Community Development, Annapolis, Md., for information about these places.	Listing Writing for information
Discussion. (1) Do you think that the new Chesapeake Bay Bridge will have any effect on the future growth of Annapolis? Why or why not? (2) What efforts are being made to bring more tourists to Annapolis? How will these efforts benefit the entire state?	Seeing cause and effect relationships Presenting conflicting views
Research. Report on the burning of the *Peggy Stewart* in the Annapolis Harbor. Why was this done? Who was behind it? How was it related to other events in the colonies at the time?	Locating books related to topic Developing critical thinking
Directed Reading. Blood, *Geography of Maryland,* pp. 28-31.	Reading for specific information
Current Events. Read the newspapers regularly and make a bulletin board of newspaper articles dealing with Annapolis.	Using newspapers and current magazines
Gathering Information. Write to the following agencies or groups to learn about their work (All addresses are Annapolis, Maryland): (1) Commission on the Capital City, St. John's College. (2) Commission on Artistic Properties, State House. (3) Maryland Historical Trust, 2525 Riva Road. (4) Maryland Bicentennial Commission, 2525 Riva Road. Report your findings to the class.	Writing to public agencies for information Telling main ideas
Audio-Visual. *Maryland: Its History and Geography,* Mealey and Associates, Frames 46-52. These frames feature the area of Western Maryland.	Watching intently
Directed Reading. Cameron, *Let's Learn About Maryland,* pp. 87-92.	Reading for specific information

UNDERSTANDINGS AND GENERALIZATIONS	CONTENT
The growth and development of urban settlements are generally dependent upon the nature of the area that surrounds the city.	b. Physical features (1) Gently rolling land (2) Surrounded by the Appalachian Mountains (3) Fertile soil in Great Valley c. Climate (1) Protected from cold westerly winds by mountains (2) Good, even supply of rainfall (3) Five- to six-month growing season d. Natural resources (1) Limited supply of timber (2) Limestone (3) Clay (4) Glass sands (5) Large water supply
The location of Hagerstown on the east-west transportation route greatly contributed to its growth. The city grew by providing special services for travelers. The railroad made Hagerstown a more attractive transportation center. Hagerstown, for several decades, has been an industrial area with the majority of its workers employed in industrial occupations.	e. Economic activities (1) Early period (a) Center of travel west (b) Market center (c) Farming (2) Post-Civil War period (a) Railroad helped town grow (b) Increased trade (c) Developed as transportation center (3) Present time (a) Center of trade and transportation (b) Industrial area (c) Market area for farm products

SAMPLE ACTIVITIES	SUGGESTED SKILLS
Directed Reading. Blood, *Geography of Maryland*, pp. 44-47.	Reading for specific information
Photograph Study. Study the aerial photograph of Hagerstown on p. 46, Blood, *Geography of Maryland.* Compare it with a map of the city. What conclusions can we draw from this activity?	Using aerial photographs Making comparisons
Class Discussion. Which of the three cities probably has the highest rate of unemployment for 1970-72? Why? How can you prove your answer? Which city is most closely connected with a surrounding county? Why? Least connected? Why? Which city has the benefit of a lower tax rate? What is the significance of the tax rate for future growth?	Making comparisons Developing critical thinking
Summary Picture Study. Collect post cards, pictures, products, maps, souvenirs, etc., from each of the three cities discussed. Have students categorize them and label each of them with the appropriate city. Students must be able to give some evidence to support their selections.	Classifying similar geographic facts Establishing a geographic region

UNDERSTANDINGS AND GENERALIZATIONS	CONTENT
A test of civilization is whether or not it contributes to the growth and improvement of men. Careful planning is necessary for successful urban growth. A planned city should have an environment as natural as possible, should strive to provide for a pluralistic society, and should be a place where people can enjoy living. New towns must be people-centered.	C. How is Maryland attempting to solve the dilemma of future urban growth? 1. How is Columbia attempting to deal with planned growth? a. What are Columbia's objectives?
Columbia's residents are predominantly white-collar and work outside of the city. Columbia is heavily dependent upon the surrounding counties for employment.	b. What are some characteristics of Columbia and its residents?
Man has yet to develop the perfect urban environment.	c. What criticisms are being made about life in Columbia today?
Thorough planning must precede all change.	2. What other new cities are being planned or built in Maryland? a. Belair in Prince Georges County b. Leisure World in Montgomery County c. Crofton in Anne Arundel County d. Other proposals

SAMPLE ACTIVITIES	SUGGESTED SKILLS
Student Activity. Divide the class into groups. Ask them to make a list of the objectives, in order of priority, for planning the "perfect" city. Ask them some ways in which their "perfect" city could eliminate the evils of modern cities. Collect the lists from the class and mimeograph all the ideas. Give each student a copy and ask if the ideas could be grouped into a few categories. The ultimate goal should be a master list of objectives and some solutions for existing pr[illegible].	Working in groups Listing Using creative thinking
Field Trip. [illegible] possible, take a field trip to Columbia. During the tour, check to see how many of your objectives and those of the builders of Columbia are being met. Be sure to stop at the Visitors Center and see the exhibit "The Next America."	Watching and listening intently Following directions
Research Project. Have students research the history of planned cities and make a list of the objectives for each city. A good book for average students is *The City as a Community* in the Problems of American Society Series. For students who are well above average, *Toward New Towns for America*, C. S. Stern, is excellent.	Locating books Listing
Directed Reading. Rollo, *Ask Me! (about Maryland)*, pp. 65-66.	Reading for specific information
Summary. Ask each student to write a biographical sketch of what he feels is the typical Columbia resident. The student may select a father, mother, child, single person, or any other member of Columbia's society. The student should include information such as job, salary, place of employment, etc. Group the sketches to see if they are similar. If they are, what does this say to the teacher? The student?	Developing writing skills
Writing for Information. Write to the developers of new cities and towns to find out about their goals and plans. How are the goals and plans similar to Columbia's? How are they different?	Writing for information Making comparisons
Directed Reading. Rollo, *Ask Me! (about Maryland)*, pp. 63-65.	Reading for specific information

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*Materials under this heading are no longer distributed by the Media and Technology Center. There is some chance that they may be obtained from your school's media center.

THEME III

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THEME III: HOW DO THE CHARACTERISTICS, PATTERNS, AND PROBLEMS OF URBAN AREAS IN THE UNITED STATES COMPARE?

Introduction

Theme three focuses on the study of urban and metropolitan areas throughout the United States. In this theme, students will have the opportunity of studying the historical emergence of American cities; the reasons for their location and growth; their industries, cultural facilities, and problems; and their plans for future development. The result will be, hopefully, the student's realization that not only is each city a dynamic center of varied activities but that urban centers in all parts of the country also have many common characteristics and problems. Knowledge of this structure of metropolitan areas in the United States will provide students with the tools of the urban geographer which will help them to identify and be able to study various other urban centers in all parts of the world.

An in-depth or case study of New York City serves as a sample of how other cities in the United States can be studied in detail. Such a case study is included in this theme. Teachers, of course, are encouraged to incorporate current events into the curriculum wherever feasible. Newspapers, television programs, and radio broadcasts constantly deal with questions concerning urban affairs, and students should be encouraged to become informed about them. Furthermore, since this unit will probably fall at or near the time of the yearly basic skills test, it is strongly urged that extra stress be placed on cartographic skills during this theme.

Objectives

1. Each student should be able to list the characteristics and basic problems of metropolitan areas in the United States.
2. Each student should be able to tell why the characteristics and problems of urban areas are similar in many ways.
3. Each student should be able to explain why there are differences between people who live in the center city or core and those who live in the outlying areas or suburbs.
4. Each student should be able to name and locate on a map the major urban areas of the United States.
5. Each student should be able to tell why the origins, locations, and changes in some cities are different from those of other cities.
6. Each student should be able to list the reasons why the New York City Metropolitan Area is of great importance.
7. Each student should be able to explain why various minority groups in the urban area of New York City have affected its history, growth, and development.
8. Each student should be able to read, understand, and use many types of maps of the United States.
9. Each student should be able to study, observe, and identify metropolitan areas in the United States through maps, films, newspapers, graphs, charts, and pictures.
10. Each student should be able to explain the time zones in the United States.
11. Each student should be able to list the names of the physical regions of the United States.
12. Each student should be able to describe fully another city in the United States other than Baltimore and New York.

UNDERSTANDINGS AND GENERALIZATIONS	CONTENT
Metropolitan areas in all parts of the United States have some similar characteristics.	A. How are the characteristics of metropolitan areas in the United States similar? 1. Large size 2. Central sections and outlying areas are socially and economically interdependent 3. Availability of economic opportunities 4. Availability of cultural opportunities 5. Transportation and housing traits 6. Similar problems
Many factors, both physical and cultural, contributed to the growth and development of modern American cities.	B. How have many factors combined to influence the location and growth of American cities? NOTE: The following is a very exhaustive list of cities. Teachers and students are asked to select one city from each category and study it in depth. For example, students may study one coastal port city, one river city, one railroad center, and one resort and retirement city. An in-depth study should include: location (state, continent, hemispheres); population; history; physical features; climate; industries; cultural opportunities; problems; and plans for future development. See the example of the in-depth study of New York on p. 134.

THEME III: HOW DO THE CHARACTERISTICS, PATTERNS, AND PROBLEMS OF URBAN AREAS IN THE UNITED STATES COMPARE?

SAMPLE ACTIVITIES	SUGGESTED SKILLS
Inquiry. (1) A significant phenomenon of urban growth is the expansion of metropolitan areas until they meet to form a single strip (megalopolis). Why are strip cities growing at an ever-increasing pace? Why do strip cities disregard state political boundaries? (2) As more people leave the central cities for the suburbs, older residents in the suburbs move farther away. This is urban sprawl. Why is urban sprawl taking place in every section of the United States? Why will urban sprawl require attention on a local, state, and federal level?	Identifying difficulties and problems
Discussion. (1) The name game: Can you think of better names for the following areas: Boswash, Chipitts, and Sansan, three vast United States supercities of the future? Boswash is the densely populated strip shaping up along our East Coast and extending from Boston to Washington. It's predicted that a similar chain of cities will eventually reach from Chicago to Pittsburgh, and still another from San Francisco to San Diego. (2) Comment on this statement: Probably nine out of every ten Americans will be city dwellers by the year 2000 as compared with seven out of ten today. (3) What problems at home and abroad may prevent the development of better and more efficient urban living? (4) Richard Scammon, former head of the United States Census Bureau, said that our suburbs will develop more industries and job opportunities—thus becoming "urban centers in their own right" instead of mere dwelling places for people who work in the central cities.	Presenting views which may be conflicting Withholding judgment until facts are known Learning how to disagree
Directed Study. Webb, *Anglo-America, Latin America.* —pp. 81-83, "Boston, A Coastal Port City of the New England States." (1) How urbanized is New England? (2) What do the farms produce? (3) Why has the fishing industry declined? (4) Why is New England an important manufacturing region? (5) Why is Boston the "hub" city of the area? (6) Why are some industrial companies moving to new locations in the South?	Reading for specific information
—pp. 88-91, "Regions of the Eastern United States." (1) Why are there many truck farms located on the North Atlantic Coastal Plain? (2) What kind of cities are Atlanta and Richmond, located on the Piedmont Plateau? (3) Trace the locations of the Piedmont and the North Atlantic Coastal Plain on the map on p. 79 and on other maps. (4) What do the farmers raise on the Piedmont? (5) Why is there poverty in the Appalachians? (6) Why did Scranton develop as an urban center? (7) Locate the Appalachians. Use the map on p. 79. (8) Answer question at bottom of p. 91.	Recognizing geographic facts Interpreting maps Selecting facts and ideas

UNDERSTANDINGS AND GENERALIZATIONS	CONTENT
Access to means of transportation has played an important part in the growth of many cities.	1. Cities which originated for the purpose of exchange of goods, services, and ideas a. Coastal port cities (1) New York, New York (2) Boston, Massachusetts (3) Seattle, Washington (4) San Francisco, California (5) Los Angeles, California (6) New Orleans, Louisiana (7) Charleston, South Carolina b. Fall line cities (1) Philadelphia, Pennsylvania (2) Baltimore, Maryland (3) Richmond, Virginia (4) Raleigh, North Carolina (5) Columbia, South Carolina c. River cities (1) Pittsburgh, Pennsylvania (2) Cincinnati, Ohio (3) St. Louis, Missouri (4) Portland, Oregon d. Great Lakes cities (1) Buffalo, New York (2) Cleveland, Ohio (3) Detroit, Michigan (4) Chicago, Illinois (5) Milwaukee, Wisconsin (6) Duluth, Minnesota
Specialized cities in the United States were established as a means of responding to the needs of the time.	2. Cities which were established in response to the needs of the times a. Trail cities during the Westward Expansion (1) Wheeling, West Virginia (2) Nashville, Tennessee (3) Independence, Missouri (4) Kansas City, Kansas/Missouri (5) Dodge City, Kansas (6) Santa Fe, New Mexico

SAMPLE ACTIVITIES	SUGGESTED SKILLS
–pp. 92-97, "The Central Manufacturing Region." (1) Why is New York City the financial and business center of the United States? (2) Why does the urban landscape of New York City change constantly? (3) Why is shipbuilding an important industry in the Philadelphia-Baltimore district? (4) How did Pittsburgh grow? Why did the city become the foremost producer of iron and steel in the nation? (5) Describe the importance of Cleveland and Buffalo. (6) Describe the pictures in this section. (7) Why is Detroit heavily industrialized? (8) Why is Chicago more of a machine-manufacturing city than a meat-packing center?	Reading for specific information Interpreting pictures
Comparison. Arbital, *Cities and Metropolitan Areas,* pp. 98-101. (1) Boston and Baltimore. What are the things that Boston and Baltimore have in common? Why are both steeped in history? (2) Detroit and Baltimore. How do the problems of housing for Blacks and block busting disturb both cities? Examine the picture on p. 100. Cite several differences between the Civic Centers of both cities.	Making comparisons
Directed Reading. O'Connor, *Exploring the Urban World,* Unit III: "Cities Push Across the American Continent." Note particularly the excellent maps, charts, and graphs. –Chapter 1, "Building the First Cities," pp. 72-81. –Chapter 2, "Cities Spring Up Across the Country," pp. 82-93. –Chapter 3, "The Search for Locations," pp. 94-101. –Chapter 4, "Sea and Inland Ports Make America Great," pp. 102-111. –Chapter 5, "Why Cities Grow," pp. 112-120.	Reading for specific information Interpreting maps, charts, and graphs

UNDERSTANDINGS AND GENERALIZATIONS	CONTENT
	b. Railroad centers (1) Omaha, Nebraska (2) Cheyenne, Wyoming (3) Dallas, Texas (4) El Paso, Texas (5) Phoenix, Arizona (6) Sacramento, California c. Cities developed out of a need for freedom to worship (1) Providence, Rhode Island (2) Salt Lake City, Utah d. Mining cities (1) Denver, Colorado (2) Butte, Montana (3) Ogden, Utah (4) Tulsa, Oklahoma (5) Scranton, Pennsylvania e. College and university cities (1) Princeton, New Jersey (2) Madison, Wisconsin (3) Ann Arbor, Michigan (4) Palo Alto, California f. Resort and retirement cities (1) Miami Beach, Florida (2) Tucson, Arizona (3) Atlantic City, New Jersey (4) Ocean City, Maryland
Cities' personalities and characteristics are constantly changing.	3. The personalities and characteristics of cities have changed and are changing in response to industrial growth a. Baltimore and Pittsburgh in the steel age b. Houston in the space age c. New York and Atlanta as commercial centers d. Chicago and Kansas City as meat-packing cities e. Detroit in the automobile age f. Los Angeles as a center of film and TV production g. San Francisco as a cultural center

SAMPLE ACTIVITIES	SUGGESTED SKILLS
Writing for Information. Have students choose an American city to study. They should try to find out as much as they can about this city. In addition to the library, one good source of information is the city's Chamber of Commerce or its Visitors and Convention Bureau. These groups will usually be more than willing to supply requested information.	Locating books related to subject Writing for information Telling main ideas
Collection. Students can collect and display post cards from various cities across America. Other students could then try to guess the city shown on each card giving reasons for their answers.	Interpreting pictures Recognizing geographic facts
Map Study. Plan an imaginary trip to several large United States cities. Discuss which cities in the United States would be the most interesting to visit. Why? What routes would you take to get to these cities? Plot these routes on a road map. Compute how many days the trip would take. Where would you stop each night? Where would you camp or in what hotels or motels would you stay? How much would a trip like this cost? Consult maps and travel guides published by oil companies, the American Automobile Association, and other groups for help.	Making comparisons Tracing routes on maps Interpreting maps Reading for specific information
Role-Playing. Set up a travel agency in your class. Have students become "experts" on American cities and have each student try to convince others to visit his or her city. Discuss the career opportunities available in the travel field.	Telling main ideas Differentiating fact from opinion
Drawings. Make drawings to show places in the five most interesting cities in America.	Illustrating ideas
Audio-Visual. Have students visit the school media center, either individually or in small groups, and view filmstrips dealing with cities of the United States. Many excellent titles are listed at the end of this theme.	Looking and listening intently
Discussion. (1) What other cities in America have you visited? Bring to class some souvenirs from these cities. (2) What does the slogan "See America First" mean? Do you agree with this slogan? Why or why not?	Recounting personal experiences Developing critical thinking
Making Mini-Portraits of Cities. –Arbital, *Cities and Metropolitan Areas*, pp. 114-121. (1) Pittsburgh. Explain: Monongahela and Allegheny Rivers, Golden Triangle, Lower Hill, and Fort Pitt. (2) Houston. How has Houston's population grown? What is the importance of its port and the nation's chief manned spacecraft center located there? What is the Astrodome? (3) Chicago. Discuss Lake	Reading for specific information Making comparisons

THEME III: HOW DO THE CHARACTERISTICS, PATTERNS, AND PROBLEMS OF URBAN AREAS IN THE UNITED STATES COMPARE?

UNDERSTANDINGS AND GENERALIZATIONS	CONTENT

SAMPLE ACTIVITIES	SUGGESTED SKILLS
Michigan, South Side Planning Board, and the Marina Towers. (4) San Francisco. Compare plans for Baltimore's and San Francisco's rapid transit systems. (5) Washington, D.C. Why is Washington a unique American city?	
–Goldberg, *Challenges in Our Changing Urban Society*, pp. 140-144. (1) Los Angeles. Compare the reasons for the growth of Los Angeles before and after 1914. What effect did World War II have on its growth? (2) Chicago. Why is Chicago among the world's greatest transportation centers?	Making comparisons Recognizing cause and effect relationships
–Kolevzon, *Our World and Its Peoples.* (1) New York, pp. 113-114. (2) Chicago, pp. 114-115. (3) Philadelphia, p. 114. (4) Detroit, p. 115. (5) Cleveland, p. 115. (6) St. Louis, p. 116. (7) Washington, D.C., p. 116. (8) Boston, pp. 116-117. (9) Pittsburgh, p. 117. (10) Houston, p. 134. (11) Dallas, pp. 134-135. (12) New Orleans, p. 135. (13) San Antonio, pp. 135-136. (14) Memphis, p. 136. (15) Atlanta, p. 136. (16) Denver, p. 146. (17) Los Angeles, p. 162. (18) San Francisco, pp. 162-163. (19) Seattle, p. 163.	Telling main ideas Making comparisons
Inquiry. Leinwand, *The City as a Community*, "Chicago–The Young Giant," pp. 141-148. (1) Why did Chicago have a "roaring youth"? (2) Why had its population increased so rapidly by 1870? (3) Why was it a city of loose living as well as a land of opportunity?	Organizing information Drawing inferences
Directed Reading. Wittenberg, *Patterns of the City*. Consult index for information on specific cities in text. –Chapter 1, "The Coastal Cities," pp. 10-13. –Chapter 2, "The River Cities," pp. 16-17. –Chapter 3, "The Inland Cities," pp. 26-31.	Reading for specific information
Research. Choose a port city. Identify imports coming into the city. Locate the places on a world map where these products come from. Also have students trace routes taken to the port city.	Interpreting product maps
Directed Reading. Cutright, *Living as World Neighbors*, "Boston–A City for the World to Watch," pp. 60-61; "Living in the Cities," pp. 62-65, 68-69, 71-72, 75-78, 86-89. Make a chart for the cities discussed with the following headings: *City* *Where Located?* *When Founded?* *State* *Chief Products*	Summarizing Making a chart

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THEME III: HOW DO THE CHARACTERISTICS, PATTERNS, AND PROBLEMS OF URBAN AREAS IN THE UNITED STATES COMPARE?

SAMPLE ACTIVITIES	SUGGESTED SKILLS
Map, Graph, and Chart Study. –O'Connor, *Exploring the Urban World,* "Population of Colonial Cities," p. 80; "Pittsburgh: Beginning and Today," p. 99; "Fall Line," pp. 100-101; "Important Cities in the United States," pp. 108-109; "Trade Through United States Ports," pp. 110-111; "Population Growth of Phoenix," pp. 118-120; "Street Map of Washington, D.C.," p. 126; "The Voice of the City," pp. 139-141. –Robinson, *Man and Society,* "Five Cities: Which Will Grow Fastest?" p. 163; "Influence of Erie Canal on United States Trade," pp. 172-174; "Relation of Cities and Railroad," pp. 176-178; "Population of Cities 1870-1900," p. 185; "Immigration 1910-1970," p. 209. –Cutright, *Living as World Neighbors,* "Metropolitan Boston Area," p. 58; "Industrial Regions of the Northeast," p. 63.	Interpreting map symbols Interpreting pictures, graphs, tables
Directed Reading. –Robinson, *Man and Society,* Chapter 8, "Commercial Cities," pp. 147-164; Chapter 9, "Growth of Cities 1800-1900," pp. 165-190; Chapter 10, "Life in the City by 1900," pp. 192-204; Chapter 11, "City Life in Our Time," pp. 208-228. –O'Connor, *Exploring the Urban World,* Chapter 6, "Planned Cities," pp. 121-126; Chapter 7, "Do Cities Specialize?" pp. 127-133; Chapter 8, "Disasters Strike Cities," pp. 134-141. –Dicker, *Urban America,* Chapter 2, "Early Cities in America," pp. 16-27.	Reading for specific information

UNDERSTANDINGS AND GENERALIZATIONS	CONTENT

AN IN-DEPTH STUDY OF THE NEW YORK CITY METROPOLITAN AREA

The following in-depth study of the New York City Metropolitan Area will serve as an example of the way that the cities in this theme may be studied.

UNDERSTANDINGS AND GENERALIZATIONS	CONTENT
The continuous pattern of urban communities has created the formation of the Eastern Seaboard megalopolis. A megalopolis is the largest, wealthiest, and most productive urbanized region on earth. Each type of reproduction of the earth's surface has its own advantages and disadvantages. Maps and globes use a grid system for location and for telling the time. Any city in the United States can be located by means of parallels and meridians.	A. How has the growth and development of New York City been influenced by geography? 1. Location a. State b. Country and region c. Megalopolis d. Time zone e. Continent f. Hemispheres g. Latitude and longitude

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SAMPLE ACTIVITIES	SUGGESTED SKILLS
Review. Explain these statements: (1) Megalopolis is the Main Street of the nation. (2) Diversity of population has promoted greater integration of minority groups into the mainstream of American life. However, discrimination in housing, education, and employment continues. (3) New York is sometimes called "a city in the sky" as well as "a city underground."	Evaluating ideas Developing critical thinking Showing cause and effect relationships
Films. Show and discuss these films: *Language of Maps* (Sd–1303.1); *Maps and Their Meaning* (Sd–298.2); *Maps Are Fun* (Sd–176.1); *Maps for a Changing World* (Sd–939.1).	Recognizing geographic and cartographic facts
Vocabulary. Obtain meanings from films or a dictionary. globe, scale, projections, rotation map, geography, Mercator's projection, revolution legend, cartography, direction, axis	Developing and using vocabulary
Discussion. Explain these statements: (1) In one hour the earth turns 15 degrees. (2) The railroad brought about an acceptance of time zones in the United States. (3) Daylight Saving Time is an example of how man changes time to suit his socio-economic needs. (4) Sometimes time zones are set according to local wishes.	Understanding geographic problems Using the globe to understand longitude and time zones
Films. Show and discuss the following films: *Understanding a Map* (Sd–590.1); *Our Big Round World* (Sd–641.1).	Discussing films
Vocabulary. Obtain meanings of these terms: Prime Meridian, sphere, Tropic of Capricorn Equator, hemisphere, Arctic Circle International Date Line, Tropic of Cancer, Antarctic Circle 360 degrees	Developing and using vocabulary
Directed Reading. Kolevzon, *Our World and Its Peoples*, pp. 26-31.	Reading for specific information Using technical vocabulary

UNDERSTANDINGS AND GENERALIZATIONS	CONTENT
Choice spots in the United States are comprised of the most favorable combinations of earth, water, and air.	2. Physical features a. Land formation b. Water bodies 3. Climate 4. Natural resources
As suburban communities become more densely populated and grow into one another, they extend farther and farther from the central city. As population density increases, the possibility of conflict increases; as a result, so does the need for cooperation. The greatest population movements in our country recently are to suburban regions.	B. How extensive is the New York City Metropolitan Area? 1. Boroughs 2. Cities 3. Suburbs 4. Population

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SAMPLE ACTIVITIES	SUGGESTED SKILLS
Diagram. Kolevzon, *Our World and Its Peoples,* "Time Zones of the World," pp. 28-29.	Interpreting diagrams; Evaluating ideas; Recognizing map symbols
Questions for Discussion. Kolevzon, *Our World and Its Peoples,* pp. 27, 31, and 38.	Recognizing cartographic facts
Directed Reading. Anderzoyn, *Steps in Map Reading,* "Latitude and Longitude," pp. 57-67; 118-132.	Developing critical thinking; Practicing specific map and globe skills; Interpreting diagrams; Reading for specific information
Research. Find out the names of the time zones used in the United States. In which zone are Baltimore and New York City located?	Using the library
Listing. Have students list the name of each continent and also name the hemispheres in which each is located.	Using encyclopedias; Making a list; Interpreting map symbols
Graph. Make a graph showing the population of all of the major cities located in the northeastern megalopolis.	Interpreting information; Making graphs; Organizing data
Discussion. Why is New York City so important to the northeastern megalopolis?	Developing critical thinking
Flashcards. Use flashcards to show both land and water forms for identification.	Becoming familiar with map symbols
Map Study. Name and locate on a map an example of each landform and water form in the state of New York and in the United States.	Locating places on maps; Mapping the local environment
Posters. Construct two large posters, one showing landforms and corresponding map symbols and one showing water forms and corresponding map symbols. Explain the use of standard colors used for each symbol. (See Anderzoyn, *Steps in Map Reading.*)	Interpreting map symbols
Discussion. This was a comment made about New York City in the early 19th century: "New York is now a very great city; a very populous city; a very scarce-of-hotels city; a very religious city; an over-supply of lawyer and doctor city; a rather strangely governed city; a very water-shortage city; and a city with many problems, but one of the most exciting places in which to live and work." (1) Which of these conclusions apply to New York City today? (2) What additional general statements can you make about New York City today?	Making comparisons; Developing critical thinking

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SAMPLE ACTIVITIES	SUGGESTED SKILLS
Map Study. Using maps of the New York City Metropolitan Area (aerial photographs, topographical surveys, or maps from gasoline stations), locate the following: (1) the Hudson River and the East River; (2) Manhattan, the Bronx, Queens, Brooklyn, and Richmond; (3) New Jersey; and (4) the George Washington Bridge and the Brooklyn Bridge.	Interpreting maps Using aerial photographs
Special Reports. Select a suburban community in the environs of New York City such as Westchester, N.Y., Middlesex, N.J., or Fairfield, Conn. Obtain the following information about the area: (1) distance and travel time from Manhattan; (2) description of the community; (3) its type of government; and (4) percent of residents who work in New York City.	Using road maps Writing to government agencies Differentiating fact from opinion
Discussion. (1) Why have people left the city and moved to the suburbs? (2) How might children find their lives changed in suburbia? (3) Why would a mother or woman in suburbia need a car? (4) Why do you think suburbs are sometimes referred to as "bedroom communities"? (5) Why have Blacks experienced difficulties in purchasing homes in the suburbs?	Recounting experiences Developing critical thinking
Chart. "Population Density–1960." See Fenton, *Humanities in Three Cities*, p. 357.	Interpreting charts
Discussion. Using information on the population of New York City's boroughs, answer this question: To what degree does a population density as great as New York's limit the ability to lead a good life?	Reading for specific information Developing critical thinking
Directed Reading. Kolevzon, *Our World and Its Peoples*, pp. 112-113.	Reading for main ideas
Student Activity. Tell the class about a visit or tour you might have taken to some part of New York City. Give as much information as you can about the section that you visited. Compare your home or community with the section of New York City that you visited. In which city can you have the most fun? Why?	Recounting personal experiences Making comparisons Learning about places from others Developing critical thinking
Discussion. Why are water bodies so important to a metropolitan area?	Recognizing geographical facts
Report. Write a detailed report on the New York State Barge Canal or on any other large water body in the area.	Using an encyclopedia Reading for specific information

UNDERSTANDINGS AND GENERALIZATIONS	CONTENT
All men have inalienable rights, feelings, values, and aspirations.	C. How has the history of the New York City Metropolitan Area been affected by various minority groups? 1. Early Indian villages 2. First European explorations and settlements 3. Immigration during the 19th century 4. Black migration a. Migration from rural South b. Problems of Blacks c. Struggle against discrimination d. Current status 5. Puerto Rican migration

SAMPLE ACTIVITIES	SUGGESTED SKILLS
Discussion. (1) How did most immigrants or newcomers feel when they arrived in New York City? (2) How were Black and Puerto Rican migrations different from the immigration of many foreign people? (3) What problems do Puerto Ricans have in New York City today?	Defending opinions Describing people and events
Report. Pursue sections of *A Nation of Newcomers* by J. J. Hythmacher. Report on those parts of the book which tell about immigrants landing, living, and working in New York City.	Making and defending a report
Research. Consult Spangler, *The Negro in America,* and Leinwand, *The Negro in the City.* (1) Why did many Blacks migrate from the South to New York City and other cities? (2) What was the reaction of Southern planters? (3) What steps did they take to prevent Blacks from moving? (4) How did these Blacks adjust to urban living in New York City? (5) What housing was available? What jobs were available? (6) What happened to the average Black family which migrated to New York City? (7) Describe: (a) continuing problems of Blacks in New York City; (b) continuing struggle against racial discrimination; (c) continuing role of Blacks collectively and individually in the City in many areas and fields; and (d) current status of Blacks in New York City. (8) About how many Blacks have migrated to New York City since 1920?	Discovering compromise Seeing cause and effect relationships Presenting conflicting views and statements Interpreting charts, graphs, and tables
Inquiry. Job Opportunities for Blacks. Why does it take a great deal of courage by minority groups to apply for jobs today at places where they weren't wanted yesterday?	Developing critical thinking
Research. Consult Freidel, *The Negro and Puerto Rican in American History.* (1) What is the status of the island of Puerto Rico as related to the United States? (2) Why are Puerto Ricans American citizens? Why have they migrated from Puerto Rico? (3) How has the United States attempted to help the island of Puerto Rico? (4) Where do most Puerto Ricans live in New York City? Why do they live in these areas? (5) Why do Blacks and Puerto Ricans have problems involving each other? (6) What contributions are Puerto Ricans making to the city? (7) Who are some well-known Puerto Ricans in the United States? (8) How do Puerto Ricans suffer from discrimination? (9) What is their current status in New York City? (10) About how many Puerto Ricans have migrated to New York City since World War II?	Explaining main ideas Checking with other sources Reading for specific information

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SAMPLE ACTIVITIES	SUGGESTED SKILLS
The following activities are related to Fenton, *Humanities in New York* (paperback).	
(1) **Map Study.** Make use of the maps "Lower Manhattan" and "New York City and Vicinity" on pp. 258 and 259.	Interpreting maps, charts, graphs, and tables
(2) **Special Report.** Suggestions: The Puerto Ricans, pp. 274-280; The Hippies, pp. 291-299; The Poet and the City, pp. 307-313; Songs and Graffiti, pp. 313-320; A Search for Identity, pp. 339-344; and The Geographic Setting, pp. 346-350.	Making outlines Defending a report
(3) **Chart.** Interpret the population density chart on p. 357. How and for what does the city of New York spend its money? See also chart on p. 363.	
(4) **Inquiry.** (1) How is New York City good and bad for some people? (2) How should society try to improve the life of the old, the poor, the Blacks, and the Puerto Ricans in the city? (3) Why does reading poetry and analyzing songs about the city help us to understand more about metropolitan life? (4) What kind of life is the good life in New York City? (5) Who is the good man in New York City? What kind of society in New York City could be considered the good society? (6) What would be the characteristics of a good man in New York City who is a Black American? (7) How can typical people hope to lead worthwhile lives in a major metropolitan area?	Looking for tentative answers Testing the tentative answers Drawing conclusions
(5) **Music.** Make a study of the modern musical play *West Side Story*. How does it depict life in New York City during an era of teenage gangs? How do the words in the song "Somewhere" symbolize the good life for all the young people in the story? Composers have expressed their feelings about living in cities as well as painters, photographers, writers, and film-makers. Listen to the lyrics from a musical play such as *West Side Story*, a musical composition such as "Slaughter on Tenth Avenue," and a song such as "New York, New York." What do they tell you about New York City?	Analyzing literature and music related to a study topic Listening intently Appreciating music related to topics being studied
(6) **Role-Playing.** Have students act out *West Side Story* while listening to the record.	Working together Taking turns Developing creativity Using a dictionary Evaluating ideas
Review. Explain each one of these activities which go on in the central business district (CBD) or hub of the city: wholesale trade, retail trade, finance, manufacturing, and public utilities.	

UNDERSTANDINGS AND GENERALIZATIONS	CONTENT
Scientific, industrial, and cultural development make better opportunities for employment possible. Money cannot assure a rich humanistic culture, but lack of money can stifle individual development and atrophy a society.	D. How do the people in the New York City Metropolitan Area earn a living? 1. Manufacturing (one of the two major industries) 2. Publishing and printing 3. Retail and wholesale trade 4. Banking 5. Tourism 6. Sales 7. Shipping and trading–port and harbor facilities (one of the two major industries)

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SAMPLE ACTIVITIES	SUGGESTED SKILLS
Chart. See Fenton, *Humanities in Three Cities*, p. 357, Figure III, "General Economic Characteristics of the Population, 1960." What do most New Yorkers do for a living? What do these figures indicate about the nature of the economy?	Interpreting charts Reading for specific information Forming conclusions
Chart. See Fenton, *Humanities in Three Cities*, p. 358, Figure IV, "Employment and Earnings, 1967." How much money does the typical New Yorker make each week? How good a life can be lived by a family of four in which only one member of the family works and earns the salary of a typical New Yorker?	Reflective thinking Getting information from a chart Forming conclusions Developing critical thinking
Report. Report on the role of the New York Port in world trade. Write to the New York Port Authority, 111 8th Avenue, New York, New York 10011, for information.	Writing to governmental agencies
Directed Reading. Cutright, *Living as World Neighbors*, p. 63, paragraphs 2 and 3. Kolevzon, *Our World and Its Peoples*, pp. 113-114, "Industries of New York."	Reading for main ideas
Discussion. Why is New York City called the "Gateway to North America"?	Recognizing geographical facts Developing critical thinking Recognizing cartographic facts
Newspapers. Find clippings and articles concerned with cargo or shipping in the Port of New York.	Using the newspapers Obtaining information independently
Research. Find out the important imports and exports of New York City. Make a list. How does it compare with imports and exports of Baltimore?	Locating information Making a list Using library resources Making comparisons
Chart Study. Fenton, *Humanities in Three Cities*, "Retail Trade by Selected Types of Business, 1963," p. 360.	Interpreting charts
Directed Reading. –Fenton, *Humanities in Three Cities*, "The Economy," p. 356. –Dicker, *Urban America*, "Port of New York Authority," p. 195. –Kolevzon, *Our World and Its Peoples*, "New York's Port," pp. 113-114.	Reading for specific information Telling main ideas

UNDERSTANDINGS AND GENERALIZATIONS	CONTENT
Quick and easy solutions to difficult problems do not exist. Change is constant in history.	E. Why are the problems in the New York City Metropolitan Area so serious? (Review briefly Baltimore's problems; New York's are the same and increased many times over.) F. Why is planning, which is so basic to the future of the New York City Metropolitan Area, so complicated? 1. Roles of many different persons: architects, city planners, traffic engineers, transportation consultants, economists, urban renewal specialists, urban rehabilitation specialists, business leaders, educators, urban geographers, labor leaders, sociologists, and government specialists
The needs of cities have become so complex and costly that the Federal Government is playing an increasing role in urban affairs.	2. Federal programs
Regions are organized on the basis of how people use their geography.	3. Regional plans

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SAMPLE ACTIVITIES	SUGGESTED SKILLS
Comparison. Make a list of some of the plans for the future of both Baltimore and New York City. Which plans are similar? Obtain information from each city's Department of Planning.	Making comparisons
Research. Study one of the following cooperative programs between New York City and the Federal Government: Federal Aid Airport Program; Low-Rent Public Housing; Highway Program; Model Cities; Aid to Education; or Urban Renewal and Rehabilitation.	Locating, gathering, and presenting information Reading government publications to gather information
Letter Writing. Have a committee prepare a letter to the Secretary of Housing and Urban Development. Inform him about the class's study and request material that will explain the major programs currently being undertaken by HUD in New York City. Use materials obtained for reports and exhibits.	Writing letters to government officials Displaying materials in an appealing manner
Collection of Clippings. Over a period of a week, the pupils may collect clippings from newspapers which deal with information related to the Federal Government's aiding cities in various ways. These clippings might be arranged in a scrapbook and then reported upon.	Using newspapers
Puzzle. How is any city and the Federal Government involved together in the following: the Department of Housing and Urban Development, Medicare, Social Security, and minimum wage?	Locating books, newspapers, magazines, and periodicals related to a topic
Research. How does New York State exercise its authority in the following areas in New York City? Health — Law Enforcement — Housing — Social Services Traffic — Education — Labor — Licensing	Making an outline Identifying difficulties and problems
Miscellaneous Activities	
Filmstrips. Use "The Triangle Makes a Plan" (Filmstrip 2) from Ginn's kit *Urban Action: Planning for Change* which presents a case study of community planning in East Harlem. Follow the suggestions in the guide for the filmstrip.	Observing for information
Discussion. Explain these statements: (1) The institutions formed in rural America have undergone a marked change in an industrial society. (2) The role of cities in the federal system has become a vital third arm.	Using inquiry Looking for and testing tentative answers Drawing conclusions
Report. Read "Harlem Projects" by James Baldwin, a selected reading in Leinwand, *The Slums*, pp. 90-94.	Developing critical thinking Reading for specific information

UNDERSTANDINGS AND GENERALIZATIONS	CONTENT
	G. What are some of the important places of interest in the New York City Metropolitan Area? 1. Empire State Building 2. United Nations Buildings 3. Statue of Liberty 4. Rockefeller Center 5. New York City Public Library 6. Central Park 7. Lincoln Center 8. Times Square 9. Greenwich Village 10. Chinatown 11. Wall Street 12. Coney Island 13. Grand Central Station 14. The Bowery 15. American Museum of Natural History 16. Garment District 17. Brooklyn Bridge 18. Theatre District 19. Fifth Avenue 20. Fulton Fish Market 21. Madison Square Garden 22. Riverside Park *Other places may be added to this list.*

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SAMPLE ACTIVITIES	SUGGESTED SKILLS
Trip. Take a class trip to New York City for a sight-seeing tour of Manhattan. Compare Manhattan and Baltimore. Take a short subway ride while there.	Preparing for a trip Observing closely Evaluating a trip
Map Exercise. "New York City and Vicinity," Fenton, *Humanities in Three Cities*, pp. 258-259. Read the map and list other places of interest in the city.	Reading for specific information Making a list Recognizing cartographic and geographic facts Using different kinds of maps Interpreting map symbols
Directed Reading. Fenton, *Humanities in Three Cities*, pp. 255-261, pp. 267, 270, 278. (Other places of interest may be discussed.)	Reading for main ideas
Reports. Have students write a report on some important place of interest in New York City. Have them describe the chosen place in detail.	Finding information independently Writing a report
Make Drawings. Draw pictures or posters showing some places of interest in the New York City Area.	Illustrating ideas Developing creativity
Using the Newspaper. Find articles on important places in New York City to read to the class. The travel or vacation section of the newspaper might be helpful.	Using the newspaper
Collection. Use newspapers, magazines, or post cards and collect pictures of as many places of interest in New York City as possible. Organize the pictures to form "A Picture Tour of the City." Give necessary information on the pictures to make it as interesting as you can.	Locating pictures Using newspapers and magazines Organizing and arranging materials Developing creativity
Trip. Take a class trip to New York City for a sight-seeing tour of the United Nations Building.	Planning a trip Observing closely Evaluating a trip
Riddles. See if you can make up a riddle about some place of interest in New York City. Give as many good clues as possible to the class, without making your answer too obvious.	Developing creativity Developing reflective thinking Listening carefully for details
Map Work. Plan a vacation trip for your family to one place of interest in New York City. See if you can use the correct kind of map to plot the route for traveling from your house to New York. Also plan the correct route and directions to your point of interest once you arrive in New York City.	Recognizing map symbols Using different kinds of maps Planning a trip by automobile Recognizing cartographic and geographic facts Plotting routes on a map
Discussion. Why do you think New York City is called "The Fun Capital of the World"?	Evaluating ideas Reflective thinking Showing cause and effect relationships Recounting experiences

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Chicago: Midland Metropolis. Sd 1269.2 (22 min., color).
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Chesapeake Bay Oyster Story. Sd 479.2 (20 min.).
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Other Programs

The City, Today and Tomorrow. Holt, Rinehart & Winston. An inquiry kit on urban life and urban planning that uses the student's own neighborhood as the focus for learning (color filmstrips, LP record, student handbooks, set of urban data cards, and teacher's guide).

The Humanities in Three Cities. Holt, Rinehart & Winston. A kit, parts of which are very useful in the study of New York City: "West Side Story" (record); "A Walk Through New York," "Beauty in Everyday Things," "Button," and "Thirty Years of New York Art" (filmstrips); duplicating masters (may be ordered separately).

Hubbard Urban Studies System. Hubbard. Consists of a metropolitan area model, study overlay set, development bases, project pad, colored slides, pollution simulation kit, teacher-student interaction plan with film loops, overhead transparencies, and color slides called view files.

Urban Action: Planning for Change. Ginn & Co. A kit with records, filmstrips, information cards, song sheets, workbooks, and teacher's guide.

What Is a City? Holt, Rinehart & Winston. An inquiry kit on current problems besetting America's blighted urban areas (color filmstrips, picture cards, duplicating masters, poster, and teacher's guide.

Current Events Publications

Current Events. American Education Press, Educational Center, Columbus, Ohio 43216.

Junior Review and Junior Scholastic. Civic Education Services, Scholastic Magazines, 33 West 42nd Street, New York, N.Y. 10036.

Urban World. American Education Publications, 245 Long Hill Road, Middletown, Conn. 06457.

*Materials under this heading are no longer distributed by the Media and Technology Center. There is some chance that they may be obtained from your school's media center.

THEME IV

Introduction

Unit four is intended to serve a variety of functions. Three new geographic concepts are introduced—site, situation, and hinterland. These concepts are developed in an international setting, thus helping to expose each student to a world view. In studying each of the suggested world cities, the teacher may want to reinforce concepts developed in earlier units. This is desirable although the suggested activities are not of a cross-unit nature.

A second function served by the unit is that of evaluation: Can the student demonstrate that he has mastered some of the basic understandings and generalizations developed in previous units? The inquiry exercise developed to investigate the nature of site and situation should give each student the opportunity to show that he understands basic urban functions, the relationship between man and environment, the nature of urban problems, the uses of urban planning, and many other concepts. The activity, if developed properly, can be used in place of the traditional objective test calling for rote memorization.

The unit also gives students the opportunity to examine other cultures, other value systems, and alternatives to urban life-styles. The emphasis is on the analysis of these cultures rather than on their evaluation.

It is hoped that the teacher will go beyond the urban setting to examine those rural forces which contribute to the urban condition.

Finally, this unit must be considered as an ongoing project. The teacher should be on the lookout for material relevant to urban areas throughout the world. This material should be current, fresh, and significant for the student. The present situation might conceivably dictate substituting one city for another in the unit. The teacher, therefore, need not feel blocked from making the teaching material as relevant and interesting as possible.

Objectives

1. Each student should be able to list three factors of site and three factors of situation and illustrate each factor with a specific city which demonstrates the particular factor.
2. Each student should be able to describe the three classifications of land use and illustrate each classification with a specific example.
3. Given the four cities studied for site and situation, each student should be able to list three factors of site and situation which affected the growth of two of the four cities.
4. Each student should be able to write a paragraph illustrating the concept of hinterland.
5. Given the task of identifying the hinterland of any central city, the student should be able to list two ways of accomplishing the task.
6. Given six pictures of uniformly productive hinterlands, each student should be able to identify the suggested relationship with a central city in four of the six pictures.
7. Each student should be able to list four urban problems which seem to be found in most urban areas.
8. Each student should be able to write two paragraphs: (1) illustrating the problems in specific urban areas and (2) telling how each urban area is attempting to handle its problems.

THEME IV: WHAT ARE THE CHARACTERISTICS OF URBAN AREAS THROUGHOUT THE WORLD?

UNDERSTANDINGS AND GENERALIZATIONS	CONTENT
Site is a vitally important factor in the selection of a place to settle. Site involves a number of related physical characteristics. Sites are usually selected for more than one physical characteristic.	A. What factors have contributed to the rise of urban areas throughout the world? 1. Site–the physical characteristics of a place a. Landforms–valleys, mountains, plains b. Drainage–swamps, basins, islands c. Climate–temperature, winds, rainfall d. Supply of fresh water–oases, watersheds e. Natural resources–gold, silver, salt, oil f. Defense position–islands, peninsulas
Situation and site are equally important in man's selection of a place to settle.	2. Situation–the relationship of one place to another a. Location along trade routes b. Penetration of large land area by navigable water body c. Economic activity of area d. Involvement in "balance of power"
Time and events may cause change in either site or situation, or possibly both. If either site or situation changes, the nature of the human settlement will also change.	3. Changes in site and situation: change in physical environment by nature or man causes decline of some cities, rise of others
The qualities of the land influence man's use of the land. Technology has contributed to man's gaining more control over Nature. Land that is suitable for cities is not evenly distributed throughout the world. The distribution of fresh water over the earth is uneven.	4. Land use a. Surface use (1) Buildings (2) Transportation (3) Agriculture b. Subsurface use (1) Natural resources (2) Basements (3) Sewer lines c. Above surface use (1) Airplanes (2) Space vehicles

SAMPLE ACTIVITIES	SUGGESTED SKILLS
Student Activity. Give each student a copy of Goode's *World Atlas.* For each of the cities listed (page numbers refer to 1970 edition), ask the students to tell what site factors may have been encountered in the rise of the urban area. –p. 129, Amsterdam, Netherlands; Vienna, Austria –pp. 114-115, Caracas, Venezuela –p. 119, Buenos Aires, Argentina –p. 171, Tokyo, Japan –p. 181, Port Sudan, Sudan; Nairobi, Kenya; Monrovia, Liberia	Map skills Comparative analysis
Student Activity. Give each student a copy of Goode's *World Atlas.* Ask each student to identify those aspects of situation which may apply to the following cities (page numbers refer to 1970 edition): –pp. 120-121, Venice, Italy; Lisbon, Portugal; Berlin, Germany –p. 179, Melbourne, Australia –p. 160, Bombay, India –p. 157, Taipei, Formosa	Map skills Comparative analysis
Student Reports. Have students research the following cities to find out what happened to cause the decline of the city. To what causes can the decline be attributed? Pompeii, Italy; Cuzco, Peru; Troy, Persia Venice, Italy; Tombouctou, Africa; Istanbul, Turkey Carthage, Africa Have students research the following cities to find out what happened to cause the growth of each city. Perth, Australia; Osaka, Japan; Winnipeg, Canada Djakarta, Indonesia; Johannesburg, South Africa	Using the resources of the library Making a report

UNDERSTANDINGS AND GENERALIZATIONS	CONTENT
	B. How have certain cities been affected by site and situational factors?[1]
Site characteristics may be analyzed to study growth, development, and problems of the city.	1. Calcutta, India a. Located on swampy edge of river[2] b. Affected by poor drainage c. Has tropical climate d. River suffers from periodic lack of water[3] e. Residents lack safe drinking water f. Located in heart of large commercial area g. Penetrates Bengal region h. Dam project could eliminate many of present urban evils[4]
Changes made in the physical environment by man may result in a better life for the people who live there.	2. Brasilia, Brazil[5] a. Located in central plateau region[6] b. Area is well drained c. Altitude modifies the climate d. Good supply of natural resources[7] e. Located "out of the way"[8] f. Served by minor rivers g. Improved transportation system will foster greater development[9]
Man has not usually been as successful with human problems as he has been with physical problems.	3. Johannesburg, South Africa[10] a. Located on a high plateau b. Area is too well drained[11] c. Harsh climate d. Located on a watershed e. Abundant natural resources[12] f. Situational factors are at a minimum g. Major problems involve human environment rather than physical environment
Where a town or city is located is not a historical accident.	4. Moscow, USSR[13] a. Located on river in heavily forested region[14] b. Drainage problems southeast from the city not serious c. Very cold climate, high latitude d. Adequate water system e. Located in populated and industrialized region[15]

SAMPLE ACTIVITIES	SUGGESTED SKILLS

Footnotes from Opposite Page

1. "City in the Swamp," *Geographical Journal* (June 1964), pp. 241-255.
2. "Calcutta—A City in Despair," *Geographical Magazine* (October 1968), pp. 35-49.
3. Seymour H. Fersh, *The Story of India* (Cincinnati: McCormick-Mathers, 1970), pp. 43-45.
4. *Project to Save Calcutta* (New Delhi, India: Government of India Press, 1966).
5. Gerald Leinwand, *The City as a Community* (New York: Washington Square Press, 1970), pp. 196-197.
6. "Brasilia: The Federal Capital of Brazil," *Geographical Journal* (March 1962), pp. 15-19.
7. "Joining the Two Brazils," *Geographical Magazine* (July 1964), pp. 184-197.
8. "Brasilia: Brazil Looks West," *Geographical Magazine* (March 1964), pp. 633-648.
9. "Brasilia: One Year Later," *Saturday Review* (March 11, 1961), pp. 60-69.
10. "Southern Africa," *National Geographic* (November 1962), pp. 603-681.
11. "Vital Waters of the Vaal," *Geographical Magazine* (January 1968), pp. 776-784.
12. "Parks, Plans, and People," *National Geographic* (January 1967), pp. 110-114.
13. Joan S. Crane, *The Story of the Soviet Union* (Cincinnati: McCormick-Mathers, 1969), pp. 151-162.
14. "Life in a Moscow Suburb," *Geographical Magazine* (April 1969), pp. 534-539.
15. "Moscow's Countryside," *Geographical Magazine* (August 1962), pp. 215-227.

UNDERSTANDINGS AND GENERALIZATIONS	CONTENT
	f. Excellent transportation facilities g. Major urban problems are closely tied to system of government[16]
All cities share certain general characteristics such as origin, activity, and hinterland.	C. What is the relationship of certain cities to their hinterlands? 1. Hinterland—the area which surrounds a city a. Most cities exist because the hinterland needs services which urban areas can provide
Larger cities are usually able to offer a wider variety of services.	b. Some hinterlands determine the kinds of services performed by cities
Some cities survive only because they can support themselves with products from other places.	c. Not all hinterlands are productive
Older cities have outgrown their original boundaries and are usually referred to in metropolitan terms.	2. Lagos, Nigeria a. 1,400,000 people in metropolitan area b. 90% of population is under fifty years of age
Lagos, the most important city in Nigeria, is in the most industrialized area in West Africa.	c. 50% are literate d. Chief Nigerian port e. Largest Nigerian market f. Attracts migrants from rural areas g. Handles 70% of Nigeria's total imports and exports

16. Colin Simpson, *This Is Russia* (New York: International Publications Services, 1965).

SAMPLE ACTIVITIES	SUGGESTED SKILLS
Word Study. *Hinterland.* Using the maps on pp. 178-179 of Goode's *World Atlas*, the students are to describe the area that makes up the hinterland of: (1) Brisbane, (2) Sydney, and (3) Melbourne. What are the characteristics of the hinterlands? What materials and resources do you think the hinterlands of these cities supply? What goods and services would you expect these cities to supply to the hinterlands? Where would you find the information to verify your answers? How would you describe the relationship of Darwin, Australia (Goode, *World Atlas*, p. 176) and its hinterland? Is it possible that hinterlands might overlap? How would you explain this? Can you locate hinterlands which are not productive?	Using maps and charts Making a hypothesis Supporting a hypothesis
Student Activity. Collect pictures or use filmstrip frames which suggest several specific city-hinterland relationships. Have the students look at the visuals and suggest the nature of the relationship. Allow them to do this either in the library or at home and have them evaluate their suggestions.	Observing for specific information
Inquiry. Obtain copies of English language telephone directories from certain international cities. Look in the classified section and make a list of the major services offered. In this way, cities and their hinterlands may be compared and classified.	Organizing Classifying
Student Activity. Using the map on p. 182 of Goode's *World Atlas*, the students are to tell why it would be logical for much of Nigeria to look towards the coast for its avenue of trade. What role does the Sahara play? What role does the Niger River play? What role does rainfall play (p. 180)? What role might Port Harcourt play in the future?	Using maps and globes Analyzing the influence of physical geography Predicting
Student Research. Have students make a report on the Nigerian Civil War, 1967-1970. Ask them to answer the following questions: (1) Were the roots of the conflict economic, social, political, or a combination of all three? (2) How was the rest of Nigeria affected economically by the secession of Biafra? (3) What effect did the war have on Lagos? Port Harcourt?	Making a report

UNDERSTANDINGS AND GENERALIZATIONS	CONTENT
Modern Nigeria is attempting to escape a predominately agrarian economy by diversifying—especially via petroleum.	h. Most industrialized area in tropical Africa i. Agricultural commodities, oil, and petroleum by-products are major exports j. Accounts for 46% of electricity used in commerce and industry k. Accounts for 50% of electricity used for domestic purposes
The location of the national government in Lagos has fostered its growth and development.	l. Issues 38% of drivers licenses m. Makes 56% of telephone calls n. Publishes eighteen of nineteen periodicals o. Head of governmental operations
Port cities and their relationship to hinterlands share many characteristics. Latin America is more characterized by a multi-population than any other continent. Urban areas have been forced to develop below-ground land uses. In many countries one port handles most of the cargo for the entire nation.	3. Buenos Aires, Argentina a. Almost 8,000,000 people in metropolitan area b. Population is multi-ethnic c. Occupies an area larger than Paris or Berlin d. Has modern subway with five parts e. Chief Argentine port f. Port is entirely man-made g. Port handles over two-thirds of country's cargoes h. Largest Argentine market i. Terminal central station for rail network and all national highways as well as aviation network j. Nation's financial center k. Nation's leading industrial center l. Uses over 50% of nation's electricity m. Head of national government n. Large cultural emphasis
Tokyo has many of the problems found in other urban areas throughout the world. Tokyo is vigorously working to solve its urban problems.	D. What are some of the problems facing urban areas in the world today? Tokyo, Japan? 1. Drinking water for urban residents 2. Inefficient, unsafe transportation 3. Air and water pollution 4. Overcrowdedness 5. Unemployment 6. Poverty and slums

SAMPLE ACTIVITIES	SUGGESTED SKILLS
Inquiry. *The Nature of Lagos' Hinterlands.* Using maps in Goode's *World Atlas* and other resource books, identify the major economic thrust of the areas along the major rail network. To ascertain whether or not the region can be considered as part of the hinterland, identify what services it would require of the central city (Lagos). Use resource books to see if Lagos seems to provide these services. Keep a list of the services provided, not provided, and uncertain. Now have students decide what area forms the hinterland of Lagos. What can be said about areas for which no data was found?	Developing a hypothesis Recognizing the logical implications of a hypothesis Collecting data Accepting, rejecting, or modifying a hypothesis
Student Resource. Kolevzon, *Our World and Its Peoples.* On p. 224 is a three-paragraph description of Buenos Aires. It makes a good case for comparing Buenos Aires and Chicago with regard to each city's function and hinterland.	Making a comparison
Student Activity. Go through a standard geography text and have students study the pictures of areas which might be considered hinterlands. Have them classify the hinterlands as productive/unproductive; uniform/varied; resources available/services needed. Which areas might, in time, become urban? Why? Which areas seem unsuited for urban life? Why?	Classifying Making a prediction
Questions for Thought and Discussion. How would you compare the hinterlands of Buenos Aires and Lagos? Buenos Aires and Chicago? Buenos Aires and Brasilia?	Patterning
Inquiry. (1) Ask the students if they agree or disagree with the two generalizations at the left. If they disagree, then the generalizations become hypotheses for testing. If they agree, then the generalizations must stand up under testing. (2) Ask the students to make a list of what other things must be true if their generalizations-hypotheses are to be true. (3) Ask the students to research the problem by collecting data pertinent to the issue. (4) Have the students evaluate the hypotheses in light of the data collected. (5) Have the students accept, reject, or modify the original hypotheses.	Identifying and classifying a problem Recognizing the implications of a hypothesis Collecting data Analysis, synthesis, and evaluation

THEME IV: WHAT ARE THE CHARACTERISTICS OF URBAN AREAS THROUGHOUT THE WORLD?

UNDERSTANDINGS AND GENERALIZATIONS	CONTENT

SAMPLE ACTIVITIES	SUGGESTED SKILLS
Student Resource. Kolevzon, *Our World and Its Peoples*, pp. 417-418. (1) How would you compare life in Yukawa with life in a Baltimore suburb? (2) Can you see any influence upon Japanese life made by Americans? (3) Do you know of any influence upon American life made by Japanese?	
Map Work. Using the inset map of Tokyo on p. 171 of Goode's *World Atlas*, the students are to name several factors of site and situation which must be considered in a study of the growth and development of Tokyo. Using the map on p. 29 (lower half) the students are to find out the degree of urbanization achieved by Japan. How does Japan compare with the rest of Asia? How do you account for this difference?	Using maps and charts

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Multimedia Exhibits

Hubbard Urban Studies System. Hubbard (metropolitan area model, study overlay set, development bases, pollution simulation kit, colored slides, and teacher-student interaction plan with film loops, overhead transparencies, and color slides called view files).

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Mexico, The Cities. Fs 206 (8 pictures, color).

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House of Man–Our Changing Environment. Sd 286.3 (17 min., color).
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People of a City. Sd 593.2 (15 min.).
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Villages in the Sky. Sd 611.1 (10 min., color).

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*Materials under this heading are no longer distributed by the Media and Technology Center. There is some chance that they may be obtained from your school's media center.

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Schere, Monroe. *Your Changing City*. Englewood Cliffs, N.J.: Prentice-Hall, 1969. An account with imaginative drawings of city planners and their ideas for solving some of the problems of big cities. It explains what is actually going on behind the changes that take place in the cities, how and why they are engineered, and the part that city planning plays.

Schwartz, Alvin. *The City and Its People*. New York: E. P. Dutton & Co., 1967. A quick survey with well-chosen photographs of municipal government's agencies and projects, its personnel and their functions. Contains topics on new housing and renewal projects, job training, special education, health services. There are sections on the police, fire, and educational departments, libraries, water supply, sewage and garbage disposal, and the breakdown of municipal budget.

———. *Old Cities and New Towns: The Changing Face of the Nation*. New York: E. P. Dutton & Co., 1968. A collection of photographs, charts, and drawings showing the urban situation as it is today and as it should be in the future.

Sharkey, Don, and Williams, I. G. *You and Your Government*. New York: W. H. Sadlier, 1967. Emphasizes all fundamental aspects of government with the idea of helping the student understand what it means to be a good citizen. It shows what the United States does for students and what students can do for their country.

Stewart, Maxwell S. *Can We Save Our Cities?* New York: Public Affairs Pamphlets, 1968. Public Affairs Pamphlet No. 374 tells the story of urban renewal in this country. It points up that the keys to urban renewal are federal funds, private financial resources, and adequate planning for relocation of displaced families. It treats future prospects of urban renewal.

Uroff, Margaret Dickie. *Becoming a City*. New York: Harcourt Brace Jovanovich, 1968. A case study of Providence, Rhode Island, and the account of how a small farming and fishing community grew into a thriving seaport and later a textile manufacturing center. There are adequate illustrations, photographs, and maps.

Zarcone, John. *Our Cities–Our Pride and Our Problem*. New York: Makor Education Industries, 1969. An assessment of urban problems and how they developed, as well as how they affect students now. The three units are "The Growth of Cities," "Metropolis to Megalopolis," and "Our Challenge–Urban Problems." Contains excellent photographs and a glossary. The urban problems that society is now encountering are presented in a manner that challenges the interests of students.

Selected References for Teachers

Abrams, Charles. *The City Is the Frontier*. New York: Harper & Row, Publishers, 1967. A survey of contemporary urban problems focusing with blinding accuracy on the basic targets. It also recommends blueprints for action to rid the urban renewal program of its weaknesses. The author recommends that there must be a change in the national attitude toward our central cities that will spur the assumption by the Federal Government of responsibility for building and rebuilding an urban America consistent with our wealth, our leadership, and our stature in the world.

Anderson, Martin. *The Federal Bulldozer*. New York: McGraw-Hill Book Co., 1967. A comprehensive, nationwide analysis of urban renewal, its faults, limitations, and possibilities.

Anderson, Nels. *The Urban Community: A World Perspective*. London: Routledge & Kegan Paul, 1960. A study on urbanism, which distinguishes between urban and rural areas in a novel way without venturing definitions.

Andrews, Richard Bruce. *Urban Growth and Development*. New York: Simmons-Boardman Publishing Corporation, 1962. One of the major objectives of this book is to present two or more conflicting views on each of eight major areas of controversy in the field of urban growth. Stimulates reader to think more deeply of what our cities can become with our desire to control environment rather than be ruled by it. Discussions are on city economics, central business district characteristics and problems, urban traffic and transit, city-suburban frictions, housing, minority groups, zoning, and trends in neighborhood and metropolitan area design.

Bard, Harry. *Maryland Today*. New York: Oxford Book Co., 1961. A text providing a compact but well-rounded summary of the structure, services, and problems of local and state government in Maryland in the early 1960's. It surveys the key facts of the state's history and geography and gives special attention to the findings of the census report of 1960.

Bergel, Egon Ernest. *Urban Sociology*. New York: McGraw-Hill Book Co., 1955. An assessment of problems confronting cities and the people living in them. Topics discussed include ecological changes, race and nationality patterns, domestic migration and immigration, slums, recreation, health problems, and crime. New York and Paris are discussed in detail.

Beshers, James M. *Urban Social Structure*. New York: Free Press, 1962. An essay emphasizing that the extension of present social theory is needed to cope with urban affairs; that social classes, ethnic groups, and racial groups are parts of American urban social structure that cannot be meaningfully treated isolated one from the others; and that historical research, census tract research, survey research, and observational research must be integrated in an effective analysis of urban social structure.

Birch, David L. *The Economic Future of City and Suburb*. New York: Committee for Economic Development, 1970. A study presenting a mixed picture of developments involving the central city—its economic specializations, the increased movement of low-income people to the suburbs, the search by nonwhites for suburban homes as incomes rise, and the growing proportion of higher-income people in the central city. All these factors must be checked against the 1970 census to see whether these trends are verified by more complete data. The new trends, if confirmed by that census, present opportunities and dangers.

Blair, George S. *Metropolitan Analysis*. Philadelphia: University of Pennsylvania Press, 1958. An exposition, mostly about Philadelphia, which states that there is a common agreement that the problem in metropolitan areas is in reality a result or outgrowth of the interaction of several major problems: a local government unable to cope with areawide problems, an inequitable distribution of financial resources, an unequal level of service, and a system of checks and balances which is ineffective. .

Bollens, John C., and Schmandt, Henry J. *The Metropolis: Its People, Politics, and Economic Life*. New York: Harper & Row, Publishers, 1970. An interdisciplinary approach to a balanced, multidimensional view of the metropolis, with emphasis on process and behavior as well as on form and structure. The focus is on the larger community and its affairs rather than on a compartmentalized treatment of the local community. It also treats the acute social ferment marked by the newly found activism of the disadvantaged.

Bontempts, Arna, and Conroy, Jack. *Anyplace but Here*. New York: Hill & Wang, 1966. Contains a great deal of information about the history of Negro migrations within the United States, how these currents are still running vigorously, and how they have led to diasters in Watts, Chicago, Harlem, and in other places. The trend of migration of Blacks into the cities has resulted in their becoming the setting for the current struggle for equality.

Boskin, Joseph. *Urban Racial Violence in the Twentieth Century*. Beverly Hills,Cal.: Glencoe Press, 1969. A volume in the Insight Series which deals with conflict between the races as expressed in two forms of violence: the urban racial riot and the racial protest riot.

Boskoff, Alvin. *The Sociology of Urban Regions*. New York: Appleton-Century Crofts, 1962. An organized review and interpretation of the sociologist's work on the nature of the contemporary urban regions as clusters of areas that seem to form a new kind of community. Considerable attention is given to the unique features of urban communities, the historical background of modern urbanism, the continuous changes and adjustments in values and organization that accompany urban development, and the rise of urban planning.

Branson, Margaret, and Erickson, Evarts. *Urban America*. Glenview, Ill.: Scott Foresman & Co., 1970. An account with excellent photographs of people in cities and the planning, growth, and problems of American cities from early settlement until now. Selections are focused around certain significant places, times, situations, and events important to cities.

Breese, Gerald. *Urbanization in Newly Developing Countries*. Englewood Cliffs, N.J.: Prentice-Hall, 1966. A work intended to serve as an introductory discussion of urbanization in the modernization process of newly developing countries. The book is also based on extended study of the literature on urbanization and upon firsthand field examination of most of the large urban areas of Europe, nearly all in Africa, much of the Middle East, the Indian subcontinent, and Southeast Asia eastward to Japan.

Bruyn, Severyn T. *Communities in Action*. New Haven, Conn.: College & University Press, 1963. A guide for citizens concerned with the improvement of their own communities.

Burgess, Ernest W., and Bogue, Donald J. *Urban Sociology*. Chicago: University of Chicago Press, 1964. A text including seventeen readings which document some of the most important aspects of urban research, including ecological phenomena, ethnic, racial, and religious tensions, street corner society, prejudice, crime, the police, and family disorganization.

Callow, Alexander B., ed. *American Urban History*. New York: Oxford University Press, 1969. A treatise which includes some of the best interpretive essays on the growth and development of the city. There are forty-four contributions which span the period from the colonial era to the present, highlighting such topics as immigration, poverty, and the slums, technology, transportation, communication, shifting attitudes toward the city, crime, federal-state relations, the modern metropolis, and the suburb.

Carver, Humphrey. *Cities in the Suburbs*. Toronto: University of Toronto Press, 1969. A presentation provoking discussion about fundamental issues because it deals with the need for a changed attitude toward cities. It suggests that we must shape and plan our land and resources in metropolitan areas rather than let them drift as we do now.

Chapin, F. Stuart, Jr. *Urban Land Use Planning*. New York: Harper & Row, Publishers, 1957. A standard urban planning text and reference book in which the author presents the theoretical background for land use planning and summarizes the techniques employed by the city planner in diagnosing the ills and needs of urban development.

Chapman, Shirley. *State and Local Government*. Chicago: Rand-McNally & Co., 1969. One of the books of the Rand McNally series Classroom Library. The sections "Relations between Governments," "Metropolitan Government," and "A Challenge" are particularly useful.

Clark, Kenneth B. *Dark Ghetto*. New York: Harper & Row, Publishers, 1965. A work which gives some of the facts of life in Harlem to ascertain some of the truths of human ghettos. It is hoped that this study will stimulate further research and study. Some of the chapters are "The Social Dynamics of the Ghetto," "The Psychology of the Ghetto," "The Pathology of the Ghetto," "Ghetto Schools," and "The Power Structure of the Ghetto."

Cole, William E. *Urban Society*. Boston: Houghton Mifflin Co., 1958. A text in four parts on urban development includes a lavish display of well-printed tables, charts, and plates. Part one is concerned with cities in time and space with emphasis on the rise of the American metropolitan region. The second part (on urban structures and functions) covers demography, ecology, and special urban categories and groupings such as social classes and power groups, ethnic groups, and voluntary associations. Part three considers the basic urban institutions and includes a chapter on mass communications in the city. The last part of the book has eleven chapters on urban planning and development.

Conant, James B. *Slums and Suburbs*. New York: McGraw-Hill Book Co., 1961. An account of schools in metropolitan areas which is really a contrast of city slums and wealthy suburbs and the public schools which serve them.

Cousins, Albert N., and Nagpaul, Hans. *Urban Man and Society*. New York: Alfred A. Knopf, 1970. A survey of man's urban experience using the interdisciplinary method. There are classical writings, empirical studies, and official reports that convey a coherent picture of the urban community, urban society, and of the people who comprise them. Some subjects treated are the social psychology of man in the cities, the city as a social system, urban ills, attempts at the social reconstruction of the city, and the newer paths which urban sociology or urbanology is taking.

Davis, Malcolm. *A Geographic Gadgeteer*. Baltimore: Baltimore City Public Schools, 1951. This book tries to cover basic facts about the physical aspects of the world in order to understand real geographic relationships. These physical aspects are treated in an interesting and certainly different manner from the usual text or reference. Some chapters cover such topics as these: proofs of the rotation of the earth, the interior of the earth, continent arrangements, the moon, and the revolution of the earth.

———. *Geographic Dictionary*. Baltimore: Baltimore City Public Schools, 1958. A reference designed to help teachers present geographical concepts to pupils with pictures, charts, and the text. It will help pupils understand geographic relationships, news reports, science fiction, and biography better. There are drawings to illustrate each term.

Downs, John F., Jr. *Geography and Planning in the Urban Community*. College Park: University of Maryland, 1961. A summary revealing both the scope of urban planning and the part which geography as a discipline must have in it. It emphasizes that suburban areas are going through a period of great change as urbanization expands into the rural countryside.

Doxiadis, Constantinos A., and Douglass, Truman B. *The New World of Urban Man*. Philadelphia: United Church Press, 1965. A series of dialogue lectures on the cities. Some people think that cities are evil things. People object to the cities for different reasons: they despoil the land; they are not civilized; they are chaotic and vulgar; they are artificial, etc. Cities, however, are here to stay. The only question is what form the city will take in the future. How will cities promote social and spiritual values, a variety of opportunity, a freedom of choice, and constant renewal?

Editors of Fortune Magazine. *The Exploding Metropolis*. Garden City, N.Y.: Doubleday & Co., 1958. A text arguing for an immediate and drastic re-evaluation of our urban development programs, because the city and countryside grow ever more abstract, dehumanized, and joyless. What can the ordinary citizen do who can find no staisfactory home for himself in the bewildering jumble of our present American cities and their suburbs?

Eldredge, Wentworth H. *Taming Megalopolis*. Garden City, N.Y.: Doubleday & Co., 1967. Includes two volumes which bring together the ideas of more than sixty experts from many disciplines to delineate what the city now is, what it might be, and how that urbanized world may be managed.

Faltermayer, Edmund K. *Redoing America*. New York: Harper & Row, Publishers, 1968. An excellent text with a bibliography and source list for each chapter which provides background material showing the growth and development of cities. The author discusses the problems of reshaping our environment within the confines of democratic institutions. Mr. Faltermayer has an excellent chapter on pollution, complete with charts and maps. The chapters on transportation and rebuilding are well documented and enlightening.

Fantini, Mario, and Weinstein, Gerald. *Making Urban Schools Work*. New York: Holt, Rinehart and Winston, 1968. A description of a model urban school. The authors hope some will be inspired to begin working on the variety of tasks needed to create such an enterprise. It might just answer the question: "What is the best environment within which the urban child can learn and grow?" However, the ideas developed here have meaning for all educational programs regardless of their geographical setting.

Fava, Sylvia Fleis. *Urbanism in World Perspective*. New York: Thomas Y. Crowell Co., 1968. A modest attempt to be helpful to teachers who are attempting to cope with the Niagara of material involved in the comparative study of urbanism. The task was undertaken in the belief that a broad comparative perspective is needed to understand and to plan wisely for the present urban world.

Fisher, Robert Moore. *The Metropolis in Modern Life*. Garden City, N.Y.: Doubleday & Co., 1955. A text which begins with a consideration of the dynamic role of cities in social development and includes discussions of the adaptation of political, economic, and legal institutions to metropolitan life, the impact of science and technology upon the metropolis, and the influence of metropolitan conditions upon the professions, man's spiritual life, and his search for the ideal city.

Frieden, Bernard J. *The Future of Old Neighborhoods*. Cambridge, Mass.: M.I.T. Press, 1965. A proposal for a policy of gradual and continuous rebuilding of the old areas, keeping pace with the abandonment of housing and replacing only surplus houses.

Futterman, Robert A. *The Future of Our Cities*. Garden City, N.Y.: Doubleday & Co., 1961. A work advocating that good planning to relieve urban problems is possible in a democratic society. The author investigates why communication between human beings, the need for which is one of the fundamental reasons that cities came into being, has become increasingly difficult.

Gans, Herbert, J. *Urbanism and Suburbanism as Ways of Life*. Boston: Houghton Mifflin Co., 1962. A presentation giving a variety of physical and demographic differences existing between the city and suburb. These differences have little significance for the ways of life of the inhabitants. There is no

unique behavior patterns for suburbanites which did not exist in reality or in their desires prior to their moving to the suburbs.

Gibbs, Jack P. *Urban Research Methods.* New York: Van Nostrand Reinhold Co., 1961. A volume recommending the methods to be used in the rigorous study of any city or metropolitan area. It suggests the basic tools of urban research and systematically sets forth the major scientific problems concerning cities and urbanization. It includes a beautiful description of the methods especially suited to their investigation.

Gist, Noel P., and Fava, Sylvia F. *Urban Society.* New York: Thomas Y. Crowell Co., 1964. A text giving explicit recognition to the nature and importance of urbanism as a world phenomenon. Many of today's issues stem from the changes associated with the process of urbanization in various countries. The main focus is on urbanism in the United States, because more relevant data is available for the United States than for most other countries.

Gist, Noel P., and Halbert, L. A. *Urban Society.* New York: Thomas Y. Crowell Co., 1933. An interesting, older book with the theme that wherever cities have arisen, numerous devices to help man meet the heavier social demands and adjust themselves to the complexity of urban life have been created. It is these social "devices" or "mechanisms," and the influence they exert on personality and human behavior, that constitute much of the subject matter of urban sociology as it is conceived by the authors.

Good, John M., and Fenton, Edwin. *The Humanities in Three Cities.* New York: Holt, Rinehart & Winston, 1969. A study of literature, philosophy, and the fine arts in three cities: ancient Athens, renaissance Florence, and contemporary New York City. Some of the chapters about New York which students may use for special reports are concerned with such things as the city seen through a writer's eyes, the Puerto Ricans, the Hippies, finding beauty in New York, the poet and the city, the arts in New York City, and how to attain the good life in this city. Inquiry methods and techniques are explained and suggested.

Gordon, Mitchell. *Sick Cities.* New York: Penguin Books, 1969. An outstanding study of urban affairs. The anecdotes, charts, statistics, and analyses give the reader a clear understanding of the psychology and pathology of American urban life. The book omits the urban riots but includes everything else which is relevant to urban studies.

Gottmann, Jean. *Megalopolis: The Urbanized Northeastern Seaboard of the United States.* New York: Twentieth Century Fund, 1961. After studying the patterns of urban development along the East Coast of the United States, Gottmann here used for the first time the term *megalopolis* to describe the East Coast supercity that is evolving from merged urbanized areas.

Gutkind, E. A. *The Twilight of Cities.* New York: Free Press, 1962. Describes the end of a perennial revolution for urban areas. The author points up the problems and suggests some solutions. Some chapters are about modern cities; external and internal reforms; scale, space, and sprawl; decentralization and dispersal; and the new mobility.

Gruen, Victor. *The Heart of Our Cities.* New York: Simon & Schuster, 1964. A beautifully written and well-illustrated thesis on the urban crisis: diagnosis and cure. The author has concentrated on the action necessary to end the urban crisis and to bring about the renaissance of the city.

Hollenbeck, Wilbur C. *American Urban Communities.* New York: Harper & Row, Publishers, 1951. A resource on cities and those persons who work in the cities, designed to enlighten the readers and make them more effective citizens.

Harris, Ruby M. *The Rand-McNally Handbook of Maps and Globes.* Chicago: Rand-McNally & Co., 1967. A handbook intended to help teachers in three ways: to indicate the kinds of maps and globes appropriate at various levels in school, to set up goals for learning with maps and globes, and to suggest possible techniques and exercises that may be adapted to students' needs in classrooms equipped with standard maps and globes printed by any company.

Hatt, Paul, and Reiss, Albert J. *Cities and Society.* New York: Free Press, 1957. A collection of readings which treats the enormous significance of the city in determining patterns of life throughout modern society. The very term modern society connotes a way of life characterized by a rationalized industrial structure, complex markets, rapid transportation, and efficient communication. More than this, modern society connotes a way of life so related to the requirements of the city that it is almost the equivalent of urban society. The volume represents what should be a balanced introduction to the sociology of the city.

Haworth, Lawrence. *The Good City.* Bloomington: Indiana University Press, 1963. A book approaching with sobriety and great reasonableness the making and remaking of modern urban existence. The author recognizes complexity and opportunity as underlying conditions of the good city but avoids the tendency of some recent writers in this field who seem to exalt confusion and individuality—as if order, duty, and even community had no place.

Hawley, Amos H. *Urban Society: An Ecological Approach.* New York: The Ronald Press Co., 1971. A treatment of urbanization presenting in systematic form the concepts, theories, and research findings on urban phenomena. In so doing, it explores the interrelations among the many kinds of urban knowledge, organizes them in an intelligible unity, and reveals the relevance of this synthesis for an understanding of a society as a whole.

Heaps, Willard A. *The Wall of Shame.* New York: Hawthorn Books, 1964. An exposition on the city of Berlin including newspaper and periodical reports and white papers of the West German government to reconstruct the story of the Berlin Wall and the flight to freedom of many East Germans.

Herber, Lewis. *Crisis in Our Cities.* Englewood Cliffs, N.J.: Prentice-Hall, 1965. A work on the many crises in the cities, especially air pollution.

Howard, Ebenezer. *Garden Cities of To-Morrow.* Cambridge, Mass.: M.I.T. Press, 1965. An account suggesting how the planners and administrators in our metropolitan areas can give due consideration to the actively expressed needs, desires, and interests of citizens especially in these times of increasing urban renewal and the development of more and more suburban communities.

Hughes, Helen McGill, ed. *Cities and City Life.* Boston: Allyn & Bacon, 1969. One of the books in the series Readings in Sociology which depict the urban environment and some attitudes and characteristics of the city man. Presents results of important sociological research and how sociologists arrive at their findings.

Johnston, Johanna. *Together in America.* New York: Dodd, Mead & Co., 1965. A work showing that people of both European and African descent have contributed to America's discovery, growth, and strength from the beginning. The contributions of some who have labored under brutal disadvantages have been remarkable in an urban society.

Kaufman, Bel. *Up the Down Staircase.* Englewood Cliffs, N.J.: Prentice-Hall, 1964. An amusing story of the problems faced by a new teacher in a New York City school.

Keller, Suzanne. *The Urban Neighborhood.* New York: Random House, 1968. Contains information on how communities operate, why they operate as they do, and opinions about the way they could operate most satisfactorily. The author is working on a major research project called the City of the Future and is examining proposals concerning the future of urban neighborhoods.

Kennedy, John F. *Nation of Immigrants.* New York: Harper & Row, Publishers, 1964. A review by President Kennedy of the history of immigration from the earliest times. The author shows how America is a nation of immigrants with contributions to its economic and cultural life coming from people of all nationalities, races, and walks of life. He discusses the weaknesses of our present immigration policies and makes definite recommendations for their improvement.

Lee, Rose Hum. *The City.* Philadelphia: J. B. Lippincott Co., 1955. Stresses the dominent role cities have played in initiating and perpetuating changes in behavior patterns and institutional organizations. This work points up the methods devised for coping with diverse and large populations in a relatively small land area and the manner in which man's ingenuity has met the challenge of dovetailing his complex needs within an ever-changing physical and social environment.

Liston, Robert A. *Downtown, Our Challenging Urban Problems.* New York: Delacorte Press, 1968. An explanation of what's happening to our cities and how their problems developed to the present proportions. Liston refers to major cities and explains how many of these cities have successfully tackled their problems. At one time Mr. Liston was a young Baltimore newspaper reporter covering the activities of the Greater Baltimore Committee which started the renewal of downtown Baltimore in the 1950s.

Lyman, Susan E. *The Story of New York.* New York: Crown Publishers, 1964. A book combining historical fact with anecdotal material on the social, cultural, and economic aspects of life in New York City, past and present. Includes 100 extremely good illustrations.

MacGraw, Frank M. *The City in America.* Palo-Alto, Cal.: Field Educational Publications, 1971. An explanation of how the United States owes much to its European antecedents in building the basic structure of its towns and cities. Includes good color photographs, maps, inquiry questions, and a teacher's guide.

Manoni, Mary H. *Housing Conflicts.* Glenview, Ill.: Scott Foresman & Co., 1972. One of the six paperbacks in the series about urban life called People and the City. Relationships between landlords and tenants, building codes, tenant unions, tenant tactics, and changing court opinions are among the topics treated.

McKelney, Blake. *The Emergence of Metropolitan America, 1915-1966.* New Brunswick, N.J.: Rutgers University Press, 1968. An examination of increasing multiplication of local community problems, especially in the big cities, and of the incessant search by their leaders for the necessary power and means to cope with them. The author shows how urban growth has involved changing relationships between the great cities, the states, and the Federal Government.

Meadows, Paul, and Mizruchi, E. H. *Urbanism, Urbanization, and Change: Comparative Perspectives.* Reading, Mass.: Addison-Wesley Publishing Co., 1969. Presentations of urban patterns and problems in Europe, Africa, South America, and Asia as well as in the United States. The focus is on urbanization as a complex but identifiable social process—in other words, on social change, on its patterns, trends, complexities, and problems.

Miller, Brown, et al. *Innovations in New Communities.* Cambridge, Mass.: M.I.T., 1972. A timely study of innovative potentials in new communities. The authors present abundant and persuasive evidence that new communities can be planned and developed to accommodate changing technologies and social requirements more efficiently than existing communities.

Monte, Anita, and Leinwand, Gerald, eds. *Riots.* New York: Washington Square Press, 1969. A volume of the series Problems of American Society which attempts to explain the reasons for riots and what can be done to prevent such actions in urban America. Includes selections by Dick Gregory on the Kerner Report, Paul Jacobs on Watts, John Hersey from *The Algiers Motel Incident,* and Jimmy Breslin on the Chicago Democratic Convention.

Murphy, Raymond E. *The American City: An Urban Geography.* New York: McGraw-Hill Book Co., 1966. A text giving different aspects of urban geography which are interrelated and correlated with some of the great urban problems in the United States today. Emphasized through the book is the fact that urban geography research can be applied to community problems.

Office of Curriculum Development. *Urban Geography.* Baltimore: Baltimore City Public Schools, 1971. A guide for a senior high school elective in the social studies. It attempts to put into more effective perspective the background of the many urban problems today. It also helps students to better understand possible solutions to living in the urban scene during this last part of the twentieth century.

Office of Secondary Supervisors. *Handbook for Teachers of Social Studies in the Secondary Schools.* Baltimore: Baltimore City Public Schools, 1969. A practical guide for teachers to aid them to think creatively about ways to teach more effectively. Using this handbook is the next best experience to observ-

ing competent teachers planning with their students, stimulating effective learning, and applying evaluative criteria to teaching-learning activities and instructional materials.

Owen, Wilfred. *Metropolitan Transportation Problem.* Washington, D.C.: Smithsonian Institution, 1956. A text, including excellent tables, charts, and photographs, which presents a myriad of facts and figures from numerous sources to support the conclusion that only a truly comprehensive solution can resolve the numerous interrelated problems of highway, transit, and railroad transportation in our larger cities. The general argument favors metropolitan regional planning.

Perloff, Harvey S., ed. *The Quality of the Urban Environment.* Baltimore: Johns Hopkins Press, 1969. A highly technical collection of themes and papers which probe into different corners of urban environments. Focus is on the economic, the aesthetic, and the way natural resources are tied in with man-made features of the urban community.

Quinn, James A. *Urban Sociology.* New York: American Book Co., 1955. A book in two parts concerned with helping readers recognize that an understanding of our cities is basic to an understanding of our culture. Part I delineates the recurrent ecological and social patterns which are characteristic of modern urban communities in the United States. Part II is devoted to an examination of institutions and problems of the urban community.

Rodwin, Lloyd, ed. *The Future Metropolis.* New York: George Braziller, 1961. Twelve essays on city planning. The contributors are university professors who discuss how metropolitan development might be best directed in the next fifty years.

Rollo, Vera F. *Maryland Personality Parade.* Vol I. Lanham, Md.: Maryland Historical Press, 1967. The first of three volumes about Maryland people of the past and present and the part they played in making Maryland memorable. The personalities in this volume are particularly associated with the Eastern Shore of Maryland. Other volumes will include stories of persons associated with Western Maryland and Central and Southern Maryland.

Schwartz, Melvin, and O'Connor, John R. *Exploring a Changing World.* New York: Globe Book Co., 1966. A text including valuable chapters on land forms, water, and gifts of the earth. Also, there are chapters about factory cities and trade, both abroad and at home.

Schuchter, Arnold. *White Power/Black Freedom.* Boston: Beacon Press, 1969. A book by a white author who helped plan the Baltimore Model Cities project. He sees all major social forces—government, corporations, the ghetto dwellers themselves—as potentially positive forces for the re-creation of cities that are progressive, productive, and humanly appealing. While white power must solve many of the problems, Negroes must have maximum freedom of choice in shaping their future style of life.

Shank, Alan. *Political Power and the Urban Crisis.* Boston: Holbrook Press, 1969. A work which states that society in urban areas in the United States is characterized by a growing city-suburban cleavage which is rooted in both racial and class differences. A major assumption throughout the book is that government and private enterprise can solve urban problems connected with education, employment, and housing.

Silverman, Albert J., ed. *Baltimore, City of Promise.* Baltimore: Baltimore City Public Schools, 1953. A book written by the senior high school students of Baltimore. Contains information about Baltimore's history, social and civic agencies, economic life, population, educational and recreational resources, housing conditions and living standards, traffic and transit problems, and health and safety facilities.

Smith, Wilson. *Cities of Our Past and Present.* New York: John Wiley & Sons, 1964. A series of readings which contain contemporary descriptions of the life and culture of twenty-four cities today and long ago.

Sobul, DeAnne. *The Bill of Rights.* New York: Benziger Brothers, 1969. A text containing many lessons, ideas, and classroom activities which will aid the teacher to improve the Bill of Rights instruction.

Starr, Roger. *Urban Choices: The City and Its Critics.* New York: Penguin Books, 1969. A very interesting and readable work giving the teacher a good background in contemporary issues. Since this series was written prior to the urban violence of 1968, this issue is absent; but the issues of poverty, transportation, housing, fiscal problems and many more are here.

Steffens, Lincoln. *Shame of the Cities.* New York: Hill and Wang, 1957. A book exposing municipal political corruption in St. Louis, Minneapolis, Pittsburgh, and Philadelphia during the late nineteenth century.

Stein, Clarence S. *Toward New Towns for America.* Cambridge, Mass.: M.I.T. Press, 1971. A study of planning and replanning of suburban towns to make them safer, more efficient, and better adapted to modern living. The author explains how new arrangements of space, roads, and housing work out on the ground.

Stewart, Maxwell S. *Money for Our Cities: Is Revenue Sharing the Answer?* New York: Public Affairs Pamphlets, 1971. Public Affairs Pamphlet No. 1461 which explains federal revenue sharing provided for the city and state governments without strings. Advantages and disadvantages of revenue sharing are discussed as well as other ways of meeting the crisis.

Stieff, Frederick P. *The Government of a Great American City.* Baltimore: H. G. Roebuck & Son, 1935. The story and description of the government of Baltimore City during the first third of the twentieth century. Treated are the city government and its relationship with the state of Maryland, city officials, city departments, city institutions, the public schools, city planning, and Baltimore's financial position.

Strauss, Anselm L. *The American City.* Chicago: Aldine Publishing Co., 1968. A book of research findings which seem to say that our urbanization has been accompanied by a great cloud of commentary composed of dire and hopeful prediction, denunciation, celebration, prescription, advocacy, planning, philosophizing, sociologizing, and (from time to time) what we would now consider genuine social research. Should be read in a nonjudgmental spirit.

Trettan, Rudie W. *Cities in Crisis.* Englewood Cliffs, N.J.: Prentice-Hall, 1970. One of the series called Inquiry into Crucial American Problems. It is an in-depth study of the contemporary urban crisis in America and the dilemmas created by increasing urbanization. The treatment here deals primarily with the ecology of city life, the problems of housing, pollution, and trans-

portation, and with the creation of model cities which should allow all Americans to live the good life.

Tunnard, Christopher, and Reed, Henry Hope. *American Skyline*. New York: New American Library, 1956. An urging of the officials in large cities to consider our cultural heritage in working out large-scale urban improvements and make our communities the pride of the region, the pride of the nation, and the glory of America. City planners today can benefit from the triumphs and failures of their predecessors, and artists and engineers can combine their taste and technology to produce buildings, parks, and highways which are things of beauty and which will serve man efficiently.

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Willmann, John B. *The Department of Housing and Urban Development*. New York: Praeger, Publishers, 1967. Some background on how the Congress came to recognize the need for HUD in this urban age. An explanation on Congress's creation of HUD and some idea of how HUD is organized and how it helps to plan, support, and participate in the building and rebuilding that must be done in urban areas to meet our everwidening, complex needs.

Wit, Daniel, and Dionisopoulos, P. A. *Our American Government and Political System*. River Forest, Ill.: Laidlaw Brothers, 1972. A source, including case studies, which describes the structure of governments in the United States and explains why the American political system functions as it does. The reader is allowed to apply his knowledge and common sense to the analysis and solution of some of the basic problems facing our nation today. The units "State Governments in Operation" and "The Importance of Local Government" are particularly valuable.

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prevented some slum development. Its four parts are: "The Problem of Blight," "Background and Resources for Community Renewal Program," "Objectives–Course of Action," and "Recommendations for Community Renewal."

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A Report from the Mayor. *The Emerging City.* Baltimore, 1971. The story of the efforts to rebuild Baltimore in both physical and human terms during the administration of Mayor Thomas J. D'Alesandro III from 1968 to 1972.

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Urban Affairs Bulletin. Baltimore: Higher Education Council on Urban Affairs, 1968. One of four volumes containing enlightening information on the local activities related to urban affairs in colleges, calendar of local meetings, agency activity, editorials, information on recent books in the field of urbanism, and recommendations for improving city life.

Urban Affairs Quarterly. Beverly Hills, Cal.: Sage Publications, 1965. A publication sponsored by the City University of New York and published four times annually in September, December, March, and June. Includes current thinking in the area of urban affairs coming from scholars, policy makers, and government leaders. Another premise of the publication is that a discussion of urban affairs must be broadened to include developments and thinking throughout the world.

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